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ABSTRACT

This teacher handbook is designed for use with a series of sex-fair career guidance activities dealing with examining sex bias, looking at jobs, and understanding sex bias in the work force. Presented in the first part of the guide are general suggestions for utilizing experiential educational techniques in the delivery of project materials as well as specific guidelines for using each of the three modules included in the series. Next, suggestions are set forth for conducting inservice teacher training sessions devoted to Title IX, job interviews, sex role stereotyping, and changing sex roles. Concluding the handbook is an annotated bibliography of books, articles, literature reviews, guides, films, games and kits, and projects dealing with career exploration and life planning. (MN)

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CHOOSING OCCUPATIONS AND LIFE ROLES

TEACHER'S HANDBOOK

Project Director
Karen J. Pfiffner

Appalachia Educational Laboratory
Charleston, West Virginia

Women's Educational Equity Act Program

U.S. Department of Education
T. H. Bell, Secretary

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Appalachia Educational Laboratory Staff	Project Consultants	Advisory Council Members
James Althof	Sheryl Barta	Bonnie Brown
Harold Henderson	David Helgager	David Helgager
Joan Lucente	Hazel Kroesser	Marjory Henderson
Karen Pfiffner	Louise Lucas	Hazel Kroesser
Joe Shively	Fran Ruhlin	Sharon Lord
Pam Sonis		Margaret Mills
Maria Szozda		Connie Mooney
		Louise Vetter

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FOREWORD

Many readers will recall the humorous episode from the comic strip "Peanuts" where Lucy tells Charlie Brown that she has made an important decision--when she grows up she is going to be a nurse. Charlie then inquires why Lucy has chosen to become a nurse, upon which she replies, "Because I like white shoes."

We wish this were only a clever punchline invented by Charles Schultz, rather than an indication of a serious problem actually facing young people today. Important career and life decisions are being based upon biased sex-role information and superficial perceptions such as the one Lucy demonstrates, deciding to become a nurse simply because she likes to wear white shoes!

The purpose of Choosing Occupations and Life Roles is to begin to make an impact on the problem of sex-role stereotyping in occupational choice, through the development of non-sex-biased career guidance activities and instruction for teachers and guidance counselors to use with secondary school students. These project materials we have developed should prove to be a useful intervention strategy. The goals it can achieve are: (1) to help students understand and deal effectively with the limiting effects of sex bias in career decision making, and (2) to provide teachers and counselors with strategies and materials to instruct students in sex-fair guidance and decision making. The project is directed toward teachers' and counselors' use of the materials, since they are the personnel most directly connected with the education and influences students receive in many aspects of their career and life decisions.

A study by Barbara Sandberg and Mary Alice White (1978)* demonstrated the effects sex-role-biased teaching materials have on children's occupational interests. Seventy-five fifth and sixth grade girls and boys were assigned to one of two groups. Each group was given descriptions and pictorial representations of various occupations, the only difference being the sex of the model portraying the occupation. On measures of children's own interest in jobs, and of their perception of the importance of the jobs, boys and girls showed "greater interest in occupations portrayed by like-sexed models than opposite-sexed models." Sandberg and White concluded that the "predominant use of male models in books, television and other media can limit the range of females' vocational goals."

This study and others like it (Prediger et al., 1974; Yanico, 1980) suggest that young people are basing their career decisions in part on inadequate information that from an early age has an impact on their own interests

*Studies mentioned throughout the Foreword are based in part on unpublished reviews of the literature by Maria Szozda and Harold Henderson and are referenced in the annotated bibliography section.

and personalities. Although creative new programs and a variety of tested activities are available to help students achieve adequate and sex-role-free occupational decisions, many educational systems have failed to respond appropriately to the career decision needs of their own students (Silver, 1977) because counselors and teachers themselves hold stereotyped ideas (Bingham and House, 1973; Patterson, 1973).

As the Sandberg and White study referenced above suggests, sex-role stereotyping begins in the very early years. According to Michael Lewis (1979), sex-role differentiation starts even prior to birth. By age two, children realize that they are either boys or girls and begin to learn the expectations society places on boys and girls. By the time children are ready to go into the school system, they have already learned their gender and stereotypic behavior. Children then enter school aware of the differences in sex roles and what is expected of them.

During children's school years, sex-role attitudes and expectations are continually reinforced. The male's positive self-concept of being male and the negative attitude that both males and females hold toward femininity are also being reinforced. Male students are praised for high achievement and for obtaining instrumental skills. Assertiveness, rationality, independence, and problem-solving techniques are nurtured in the male, whereas females are praised for expressive competence and faced with loss of femininity for intellectual achievement. Verbal facility, rote memory, competence in reading and languages are nurtured in the female (Denmark, 1977), while male students are directed to higher achievement, to the acquisition of analytical skills, and to discovering and refining their interests and abilities. Female students, on the other hand, as they are directed toward more "feminine" and "domestic" skills, frequently do not perceive any need for intellectual mastery during their school experience.

There is a "hidden filter" that works through high school counselors and teachers who advise students in course work and in decision making (Sells, 1975). Female students are not encouraged to look ahead to the different directions their lives can take. Decisions to continue their education beyond the high school level or to drop courses, such as mathematics and science, are not examined for the limitations such decisions place on later educational opportunities and career development (Astin, 1976). However, male students are advised and encouraged differently from female students. They tend to be conditioned throughout their lives to be highly achieving, successful in future business and employment situations, financially productive, physically productive, and highly knowledgeable no matter what their area of specialization (Canovan and Haskell, 1977).

Through the subtle sex-role socialization process, reinforced by the popular media, filters in the educational system, and parent expectations, female students who decide to pursue a career sometimes do limit their options to more traditionally acceptable "female" occupations. On the other hand, male students must typically deal with the conflict that is generated between the realities of their lives and the "male role," which dictates success in business, financial productivity, sexual attractiveness, physical productivity, and knowledgeability (Canovan and Haskell, 1977). The traditional male sex role demands that males "get ahead" and yet "stay cool"--

thus sometimes limiting males in their relationships with females, with other males, with their future children, and with their eventual work experience. Sex-role prejudice still pervades much of school curricula and continues to be subtly reflected through teachers, counselors, and students who behave in stereotype-producing and reinforcing ways (Lockheed, 1979). This behavior in turn, even though unconscious, affects students in their career decisions.

Therefore, several external factors can influence the subtle sex-role socialization process that occurs in all individuals (both males and females) and can be seen as cyclical: initial parental sex-biased attitudes and expectations; reinforcing sex-biased school curriculum; reinforcing unconscious attitudes and behavior of teachers and counselors and the media, resulting in unconscious attitudes and behavior of the students themselves. The students in turn, as they become parents, will influence and reinforce their offspring (unless change has occurred) and the cycle continues.

The external factors in turn will cause internal factors for the female students that will inhibit their expression of the kinds of achievement-directed behavior necessary to ensure them in their choice of and entrance into an adequate occupation (at times nontraditional), to pursue administrative/managerial positions (male-oriented) and other positions requiring attributes and qualities presently defined by society as "male" (Disatino, 1976). Some of these psychological (internal) factors are fear of failure, low self-esteem, role conflict, and perceived consequences of engaging in achievement-related behaviors. Research has shown that many female students concentrate their occupational aspirations on sex-typed roles such as teacher, nurse, secretary, housewife, thus seeing themselves as more occupationally limited than males (Harris, 1974).

What is the solution to the "white shoe" syndrome? Simply admitting a female student to a high school shop or drafting course does not constitute a realistic career education program that increases the student's aspirations. What must be offered to all students, but especially to female students, are programs that will give them accurate, sex-free information; that will help them become aware of career opportunities regardless of sex; and that will give them an unusual perspective from which to explore a wide variety of occupations in the community.

Choosing Occupations and Life Roles is a definite move in the direction of offering students a wider perspective and scope of employment opportunities and choice in life roles. Although classroom-based, the activities are deliberately and dramatically experiential in that students participate actively in role plays, games, and simulations of situations that may occur in the world of work. The assumption is that as people mature, they themselves become an increasingly rich resource for learning, so that with pervasive, meaningful, personal involvement in group discussions, team projects, and other action-learning techniques, they analyze their own experience and learn even more. This learning is relevant; it involves the whole person (feelings as well as intellect), and includes self-criticism and participation--one learns by doing. (Henderson and Hyre, 1979).

The project's conceptual framework is based on the academic component of the Appalachia Educational Laboratory's Experience-Based Career Education curriculum. Some of the activities within the three modules have been adapted from the concepts found in the EBCE program's social science subject area. This focus means that students are offered a curriculum-based, adaptable set of materials to be used by high school teachers and counselors, and the project also provides teachers and counselors with opportunities to overcome their own biases and at the same time participate in a systematic and nonbiased career information and guidance system with their students.

Harold L. Henderson, Ph.D.
Assistant Director, Division of Vocational Rehabilitation, West Virginia
Former Director of the Experiential Education Division, Appalachia Educational Laboratory

Maria San Filippo Szozda
Assistant Project Director

PREFACE

Assumptions about what men and women can and should do in their work affect all individuals and threaten many relationships in today's society. Traditionally, men and women have been socialized to fill different roles that are based on sex and are without regard for the individual's unique temperament, aptitudes, interests, and visions. Women have been socialized to be expressive, emotional, and dependent and to meet the needs of others by caring for them physically and emotionally. Men, on the other hand, have been expected to be task oriented, emotionally resilient, responsible, effective at problem solving, and highly competitive. These stereotyped, programmed sex roles--the successful, competitive male and the selfless, supporting, dependent female--play a major part in an individual's life; they also specifically direct, and often misdirect, the individual's choice of a career. Only now are we beginning to recognize the cost of forcing both men and women into these highly limited and unchosen sex roles.

In response to the revolution in human and individual rights, which recognizes a person's rights without discrimination of race, creed, or sex, and finding support in emerging state and federal legislation, we have developed a set of materials to combat the limiting effects of male and female sex-role stereotypes on career choice, its appropriateness, and its horizons. The project is a collection of non-sex-biased career guidance activities intended for teachers and counselors to use with secondary students. The activities have been divided into three modules: Module 1: Examining Sex Bias; Module 2: Looking at Jobs; and Module 3: Sex Bias and Work. The activities are each designed to be approximately 45 minutes in length (a class period) and self-contained, and the three modules are progressively sequenced. Each module can, however, be used effectively by itself in conjunction with the Teacher's Handbook. The activities require very few external resources, so that the instructor will not be dependent on other than the activity and the resources found within a standard classroom. Module 2: Looking at Jobs does require certain Career Decision-Making Materials that need to be planned for in advance. Recommended CDM materials and options are described on pages 18-20.

In the realization that teachers, as well as students, can benefit from the kinds of activities contained in the three modules (and in our experience, teachers enjoyed doing the activities as much as students), Part II of this handbook contains step-by-step instructions and suggestions for four sessions appropriate for inservice training programs for teachers or counselors. In addition, many of the activities for students readily lend themselves to adaptation as sessions within inservice training programs. We hope you will feel free to adapt and modify activities to suit your own situation.

It is hoped that instructors and students alike will enjoy using these materials and doing the activities and that these efforts will begin to have an impact on the problem of sex-role stereotyping in occupational choice.

The production of these materials has been made possible through funds provided by the U.S. Department of Education, Women's Educational Equity Act Program, and have been developed by the Appalachia Educational Laboratory, Inc. (AEL), Charleston, West Virginia.

As far as possible, the content of all activities in this project is the original work of the AEL staff and the Experiential Education Division and its consultants. However, in several instances, while the content and situations portrayed in the activities are original, the formats of the activities have been adapted from other sources (for example, several formats have been adapted from Sidney Simon's Values Clarification*). When an activity has been thus adapted, the sources from which it has been taken are so acknowledged in the activity. However, in a subject area that has produced as wide a variety of materials as are on today's market under the two major categories of Women's Equity and Elimination of Sex-Biased Stereotyping, it is entirely possible that activities developed by AEL closely resemble those developed by other institutions and individuals. If an activity within this project carries no acknowledgment, it is the genuine belief of the project's developmental staff that the work in the activity is original to them.

Karen Pfiffner
Project Director

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PART I: USING THE MODULES

UTILIZATION OF EXPERIENTIAL EDUCATION TECHNIQUES IN THE DELIVERY OF PROJECT MATERIALS

A belief in the concept of experiential learning is deeply rooted in the staff of the Experiential Education Division (EED) of the Appalachia Educational Laboratory (AEL). For the past eight years, EED has been working on programs that utilize experiential-learning concepts as their focal point for student activity. Probably the best known of EED's programs to date is its Experience-Based Career Education (EBCE) program, which is now in operation throughout the country.

In the EBCE program, students go through a community-based process of real-world, hands-on career explorations. As they learn more about themselves, about the world of work and how they, as individuals, fit into the world of work, EBCE students also learn about the "correct" ways to go about vocational decision making--by assessing, matching, and exploring their interests, adaptive skills, aptitudes, and values in relation to those work situations which most closely reflect their preferences. Further, as they learn more about the process of vocational choice and preparation, they also learn that the ability to perform work successfully is very rarely measured by, or a function of, their sex; rather, it is a function of their own preferences, attitudes, abilities, and values.

Many of these EBCE concepts have been utilized in the design and development of this project. Simply stated, this means that the concepts of (a) occupational exploration and (b) career choice explored through examination of one's values, interests, and abilities are an integral part of the project materials, as is the experiential format of the activities themselves.

Probably the most familiar definition of experiential education comes from John Dewey, who stated, "People learn to do by doing." A more technical definition of learning-by-doing looks like this:

> Experiential learning refers to learning in which the learner is directly in touch with the realities being studied. It is contrasted with learning in which the learner only reads about, hears about, talks about, or writes about these realities but never comes in contact with them as part of the learning process.*

Although many individuals associate experiential learning with hands-on, out-of-the-classroom activities, physical location does not determine whether or not a learning activity is experiential; what matters is the type or kind of learning activity in which the individual is engaged. The following are all examples of experiential learning: cutting a pattern to make a dress,

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*Morris T. Keeton and Associates, Experiential Learning: Rationale, Characteristics, and Assessment (San Francisco: Jossey-Bass, 1976), p. 2.

reading a cookbook to follow a recipe, writing a poem, participating in a debate, taking a field trip, and conducting a chemistry experiment. Although these examples differ from one another in the kind of activity taking place, they have in common their experiential (active, hands-on) component. However, neither physical location nor physical activity is a prerequisite for experiential learning to occur. Mental activities such as remembering things past and transferring the past learning to a present situation are experiential; so, too, are a fantasy, a daydream, a role play.

All of these are ways in which the individual is actively involved in the learning process, and this is what makes experiential learning so valuable--the learner has personalized and internalized the learning taking place and thus has ownership in what is being learned.

This sense of ownership and personal involvement in the learning process is what we have tried to capture in the project's activities. The experiential components of the activities can usually be found in one of two locations within the modules: (a) at the very beginning, as a motivational warm-up exercise; or (b) as the body of the lesson itself, used to deliver the main idea. In either location, the activities should capture the interest and attention of the students because of the experiential elements they incorporate, as follows:

- A call for action. All experiential exercises require immediate action on the part of students, which prevents them from slipping into dependent, more passive roles, and thereby avoids lack of interest, daydreaming, and wandering minds.

- Nonroutine. The call for action creates a second reason for attention and motivation; it is different from the usual routine. Difference and change cause people to be attentive.

- Personal involvement. A third reason for their appeal to students is the personal nature of the activities. Within each experiential exercise, there are always unstructured periods that require the students to fill in answers, actions, suggestions, fantasies, ideas, or dialogue from their own memories and from their own personalities.

- Significant others. People are always curious to know the results of their own efforts and they usually watch with fascination the performance of their peers. This social attentiveness is particularly true of adolescents, who are usually in the middle of solving a variety of developmental problems within themselves and in relation to their friends.

- Utility and involvement. Another important reason for the experiential components used in the activities is to provide students with a sense of involvement in the lives, ideas, actions, and needs of one another. Naturally, when people are involved in something that relates to their daily lives, they pay close attention--one of the prerequisites for lasting learning.

- Dramatic tension. Finally, experiential learning tends to carry with it mild risk and slightly heightened anxiety. We all know some friends and colleagues who say that they work best under pressure. Mild anxiety or mild stress has long been associated with improved performance and learning. The problem with using pressure in the classroom is that it often comes from outside the student and is usually associated with the teacher. Properly handled, however, experiential education reveals conflicts, dissonance, gaps, and skills by itself, allowing the teacher to take a supportive, facilitative, or counseling role.

We believe you, as instructors, will find this new role as facilitator a refreshing change from some of the standard teaching techniques, and we also believe you will enjoy the experience of watching heightened student involvement in the learning process.

May your experience with experience be pleasant.

USING MODULE 1: EXAMINING SEX BIAS

Module 1 of Choosing Occupations and Life Roles contains 20 different activities, each of which is independent of the others. As you review the activities, you will also notice that many of them are designed to deal with similar topics, e.g., the traditional role of the female, the traditional role of the male, and the origins of sex-role stereotyping. It is not necessary or even desirable for you to do all 20 activities; however, before you do any of the activities, you do need to understand how the activities have been designed.

Several of the activities define the issue of sex-role stereotyping. It is necessary to define a problem before it can be solved. Therefore, the DEFINITION activities are designed to acquaint students with what is meant by sex-role stereotyping. Offer one or more of the DEFINITION activities before you offer any other activities in Module 1.

Once students have defined what is meant by sex-role stereotyping, they can then begin to recognize examples of it. Therefore, the next level of activities in Module 1 deals with helping students recognize instances of sex-role stereotyping. Offer the RECOGNITION activities after you have utilized one or more of the DEFINITION activities.

Once students have learned to define the concept of sex-role stereotyping and to recognize instances of it, they should be ready to work on application of the concept of correcting sex-role stereotyping. Therefore, the last type of activity in Module 1 deals with the application of behavioral change. Offer the APPLICATION activities last.

The activities, grouped according to category, are listed on the following page. Feel free to choose whichever activities you feel will best suit your planning needs. But do offer them in order of (a) DEFINITION, (b) RECOGNITION, and (c) APPLICATION.

ACTIVITIES IN MODULE 1, BY CATEGORY

DEFINITION	RECOGNITION	APPLICATION
1. Sex-Role Stereotyping: What Is It? Where Is It?	2. Everyday Episodes	7. To Move or Not to Move
6. Being Male: Responsibility, Bond, or Privilege?	3. TV--A Mirror of Reality	8. Who Does What at Home?
10. Pat's Dilemma or, Is It Pat's Dilemma?	4. Old Myths, New Realities	9. "My Dad's a Secretary"
13. TV Tic-Tac-Toe	5. Obstacles to Decision Making	11. How to Help Your Parents Understand
15. Quilting	16. Name That Tune	12. Dick and Jane Decide
17. Where Do You Stand?	19. Word Association	14. Sarah and Floyd Raising Children
20. A Good Old-Fashioned Scavenger Hunt or, Symbols of Our Sex-Role Stereotyping		18. Changing a Job Title

GUIDELINES FOR LEADING AN EFFECTIVE GROUP*

This section of the Teacher's Handbook will focus on the role of the teacher as a facilitator/leader. It will also discuss the characteristics of the participants (in this case, students) and illustrate the guidelines for leading a group effectively, for leading the role play, and for concluding the group session.

THE ELEMENTS OF AN EFFECTIVE GROUP

What is a group? According to Johnson and Johnson (1975, p.2), a group is "a collection of persons in face-to-face interaction, each person aware of the membership of others, and each getting some satisfaction from participating in the activities taking place."

Leading a group can be fun, in that each group is different. One group or class may have a number of student leaders who comfortably raise issues,

*This discussion on how to offer group activities has been adapted or modified, in some cases, from the four sources listed in References, page 13.

contribute ideas, and volunteer to participate actively in role plays. In this kind of group, the facilitator or leader may want to take a nondirective role and follow the students' lead, clarifying issues and helping to verbalize problems as needed. In other groups or classes, the students may be more resistant, or reluctant to verbalize or otherwise express their ideas. Here the facilitator may choose to be more directive, giving the group more concrete ideas to deal with.

Ideally, small groups of six to eight students each are recommended for role playing, for discussing outcomes, for making decisions, and for enhancing communication and sharing. This arrangement can be accomplished even in those classrooms consisting of a large number of students. For example, if a class is composed of thirty students, the teacher can divide the class into six smaller groups consisting of five students each. The teacher can either randomly divide the class into the smaller groups or have the students count off and then move into the designated smaller groups.

The essence of the small group is that it creates a kind of "free space" in which students can have the opportunity to talk about themselves in a way they never have before. The small group helps students listen to one another, and it can break down feelings of competitiveness. It also enables those who are more reticent to have the same opportunity to talk as the more aggressive members. In the small group, students can begin to explore and understand issues and problems, their feelings and values, and to apply this understanding to the decisions they will be making.

Group process does not occur automatically--or smoothly--unless you have rules. Here are some rules--pointers--to help group process occur smoothly:

- Members should be able to talk uninterrupted on the subject. They should interrupt one another only to ask specific questions, e.g., "When did that happen?"

- Members should always speak personally, subjectively, and specifically. They should try not to generalize, theorize, or talk in abstracts; rather, they should strive to speak directly from their own experiences. There is bound to be someone in the group who feels that she or he doesn't fit into a generalization and who can thus be alienated.

- Members should not challenge anyone else's experiences. What a member says, although it may seem all wrong, should be accepted, for it is true for her or him at that moment.

- Members must maintain confidentiality. No personal information about any group member should be discussed outside the group.

THE FACILITATOR'S ROLE

What is the teacher's role as facilitator? Essentially, the facilitator selects and directs activities to match the developmental levels of the participants (students). Facilitators should enjoy leading group sessions

and should have a style conducive to open discussion. They can and should participate in activities when appropriate by sharing experiences and feelings (self-disclosure) and by accepting the "personhood" of the students. An essential function of the facilitator is to clarify student expectations when necessary, and to indicate to students that their individual rights will not be subjected to unwarranted group pressure (Carney and McMahon, 1977).

Since each group will be different, depending on the type of students in it, there are many attitudes or skills that a facilitator should possess and that will help set the tone of the sessions. According to the Groups and Guidance section of the Appalachia Educational Laboratory's EBCE Training Manual (Instructional Delivery System, 1978), the following are attitudes or skills that a facilitator should be aware of:

- Be empathetic. As the facilitator communicates with students in the group, she or he should try to understand each response from the individual student's internal frame of reference, and should respond accordingly. This may be no simple accomplishment for anyone, but with effort and practice, the ability to make others feel that they are in the presence of someone who cares and understands can and should be developed.

- Be patient. Changing behavior is a slow process. Some students may have been made to feel, over a number of years, that they are not important and have not been listened to by many of the people (particularly family members) around them. It will then require a lot of patience and time on the facilitator's part until those students begin to feel comfortable and worthwhile as individuals and begin to participate in the sessions.

- Be concerned with the self-concept of students. It is important to all individuals that they have self-respect and feelings of value. The facilitator's reactions to the students during the sessions will tend either to reinforce or to negate feelings of self-confidence and respect. Whenever possible, the facilitator should try to offer positive and/or praising types of responses that will contribute to the students' feeling a little bit more valued and respected.

- Be a listener. Facilitators should try to convey to the students that they are interested in a situation or opinion as it appears to the students and that they care about how the students see things. Therefore, in order to communicate real interest in what the students are saying and feeling, the facilitator should make an attempt to sharpen his or her listening skills. A facilitator should not advise or try to persuade individual students or the group as a whole.

- Be sensitive to the need for clarification. It is difficult, at times, for students who may be unaccustomed to having people listen and to having people try to understand them, to express themselves

with clarity. When the facilitator sees that a student has not been clear or has missed some essential details in the explanation, the facilitator should then respond, "I don't quite understand what you mean. Could you give me more detail?"

- Maintain a reflective style. Using a reflective style is consistent with the facilitator's efforts to understand from the student's viewpoint and to become a better listener. The facilitator's responses to a student should therefore reflect either the content or the feeling gathered from what the student has said. As an individual expresses a feeling or opinion, the facilitator could say, "You feel that . . ."

- Maintain confidentiality. It is very important for the facilitator to obtain and maintain the group's confidentiality; it is equally important for the group to understand that information shared in the group is not to be repeated elsewhere unless group or individual consent has been obtained. The facilitator should handle all information in a professional and ethical manner, with the best interests of the students in mind.

CHARACTERISTICS OF THE PARTICIPANTS

Who are the participants? Ideally, the participants—in this case, the students--should be relatively mature, effective, and willing to participate and share in role plays and group discussions. No group, of course, will consist entirely of such "ideal" students, and therefore care must be taken in dealing with the differences among the group members. Group members can and probably will vary in religious preference, race, class, economic level, and, perhaps, age. These varied backgrounds may account for different and conflicting norms within the group. The teacher should therefore be sensitive to the students' reactions to activities. She or he should be able to facilitate constructive discussions skillfully--especially when there are differences and conflicts among students--clarifying issues and helping students to verbalize their differences and conflicts. (For suggestions on leading a discussion, see the section on The Elements of an Effective Group, page 8.)

LEADING A ROLE PLAY

We have defined and described what a group is and how to lead one effectively, the teacher's role as facilitator, and who the participants are. Now we are ready to look at what a role play is and what the teacher's role is as facilitator or leader of the role play.

What is a role play? It is an imaginary life situation in which participants are asked to act and react (Johnson and Johnson, 1975). In the role play, the players "react to each other spontaneously within the framework of a defined situation which is provisional. . . ." (Miles, 1971, p. 191) Initial instructions for the role play are given, with the players then determining

what happens, since the outcome is not determined in advance and the situation is not rehearsed. The role-play instructions describe the point of departure and the beginning frame of reference; the players and the situation then take over (Johnson and Johnson, 1975).

What part does the facilitator play? She or he helps the role players get a feeling for the roles they are to act out by introducing the scene or situation in such a way that the players become completely involved in it. The facilitator may also ask the players questions to help them get a feeling for the parts. And she or he will stress to the players that they do not have to be good actors to play a role--that rather, they should act as naturally as possible after receiving the initial instructions for the role.

Role playing can be an effective learning strategy for students, especially when the guidelines below (Carney and McMahon, 1977) are followed:

- There should be preparation and/or a warm-up exercise, either prior to or as part of the introduction to the role play. Sometimes it might be useful to allow the students (especially those who are reluctant) to practice another role play before they begin the actual activity. For example, the students could enact a group of teenagers waiting in line to buy tickets to a concert. A warm-up exercise such as a fantasy trip that is done prior to the role play can be useful in introducing the activity and in preparing the students for the role play itself.

- Structure of the role play is important. Roles should be structured enough so that the students can pursue the objectives of the activity. At the same time, the roles should be unstructured enough to allow the students to improvise and be creative.

- Students should be cautioned against unrealistic overacting and encouraged to act naturally and spontaneously.

- Most important, the longer and more full of impact the role play, the greater is the need for debriefing the students after the role play has ended. At this time, the students can either discuss their reactions to their particular roles or discuss the outcome of a role--what happened.

(See the section on The Elements of an Effective Group, page 8, for pointers on leading a discussion.)

ENDING A GROUP/CLOSURE

How do you as facilitator end or bring closure to the group? As Miles (1971, p. 93) has stated, "The end of a program should seem more like a comma than an exclamation point or period."

The ending of a group should be a part of the total experience; groups should never be ended abruptly. As stated in the preceding guidelines for

leading role plays, students should always be debriefed after the role play has ended and should have warning that the group will end. They should have time to be able to talk about the experience and to express their feelings and reactions. It may be helpful for you to summarize the topics, situations, and roles that have been dealt with; the things accomplished; the decisions (if any) that have been reached; and the ideas that have yet to be explored. As facilitator, you should stress to the students that each one of them has the ability to continue to explore, develop, and grow.

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USING MODULE 2: LOOKING AT JOBS

Module 2 of Choosing Occupations and Life Roles deals with the topic of occupational assessment. When originally developed, the project materials utilized only the Appalachia Educational Laboratory's Career Decision-Making (CDM) materials as guides to occupational exploration for students. The project utilized these materials in the belief that the tie into the Dictionary of Occupational Titles (U.S. Department of Labor, 1977), by means of a non-sex-biased series of inventories, represented probably the best method on the market to expose students to the full range of jobs available. Specific CDM materials are recommended for use with Module 2. These are described and listed on pages 18-20 of this handbook. A note on the materials' development and publisher is given below.* However, because there is also a variety of other occupational assessment instruments on the market, it is highly possible that you may decide that another set of inventories is more suitable for your situation and students. Therefore, before doing the Module 2 activities, please read the summary of occupational assessment instruments that follows; it treats the most commonly used occupational assessment instruments and tells you of their strengths and weaknesses.

Also, when you look at the activities in Module 2, you will quickly see that Activities 5-8 are designed to be done with the CDM materials. If you choose to use another method of occupational assessment, you could either (a) adapt Activities 5-8 to the particular assessment instrument you choose, or (b) replace Activities 5-8 with the inventory of your choice. The important thing is to offer your students a chance to undertake a sex-fair occupational assessment inventory after they have spent time learning that attitudes about what constitutes appropriate or inappropriate work for an individual should not be based upon preconceived notions and sex-biased assumptions.

As for Module 1, please offer at least one DEFINITION and one RECOGNITION activity before proceeding with the occupational assessment inventory of your choice. (If the user does not obtain the CDM materials, he or she will have to adapt Activities from 5-8, or there will be no RECOGNITION activity to offer students.)

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*Materials for the Career Decision-Making (CDM) program were developed by the Appalachia Educational Laboratory (AEL) under contract from the National Institute of Education (NIE). AEL holds the copyright but has awarded a license to publish the materials through a competitive bidding procedure monitored by NIE. The successful bidder, McKnight Publishing Company (Bloomington, Illinois 61701), is the sole source of the CDM materials and should be contacted directly for ordering information.

ACTIVITIES IN MODULE 2, BY CATEGORY

DEFINITION	RECOGNITION	APPLICATION
1. Why Would You/ Wouldn't You Want to Be a . . .?	6. Latitude: Work Activities and Work Situations	3. Melinda and Jimmy: Curriculum Planning
2. Roots	7. Longitude: Aptitudes	4. Career Auction
5. Jobography		8. Mapping: Exploring the Region

OCCUPATIONAL ASSESSMENT INSTRUMENTS FOR MODULE 2

This section of the Teacher's Handbook reviews a number of occupational or vocational assessment instruments for Module 2 that evaluate a student's career interest(s) or preference(s) for exploration, for decision making, or for further study or training.

Module 2 has been designed specifically to help students look at themselves objectively and analyze their individual strengths, abilities, and interests in relation to future career planning. One of several ways to accomplish these aims is to have the student complete an occupational or vocational interest inventory. In the typical interest inventory, the students indicate their degree of preference for a number of occupationally related activities, following which their responses are compared with the characteristic responses of members of an occupational criterion group or a normative group. The students can then be referred to related occupations by using other documents or materials such as the Dictionary of Occupational Titles (U.S. Department of Labor, 1977).

The purpose of the assessment in career guidance, then, is not to single out the "right" occupation for students but to point out to them the myriad occupations in the world of work available for their exploration, as well as to point out the type of occupation or career for which they may be qualified based on their interests, skills, and aptitudes. In the process of exploration, students are given the opportunity to discover new things about themselves, the world of work, and education that they may not otherwise have considered.

The assessment instruments reviewed on pages 20-28 can be used in place of (or as an option to) the Career Decision-Making (CDM) materials recommended in Module 2. These optional assessments, especially those keyed to the Dictionary of Occupational Titles and those giving students access to related careers, such as the Occu-Sort (Jones, 1977), the Self-Directed Search (Holland, 1977), and the California Occupational Preference Survey (Knapp,

Grant, and Davis, 1970), are comparable to the CDM system. Several of the assessments, such as the California Occupational Preference Survey and the Ohio Vocational Interest Survey (D'Costa et al., 1970), also help the student and the counselor or teacher to determine whether or not the student's career interest will require either a college education or further vocational planning and/or training.

Although each of the assessments is unique, there are several factors common to all of them that the counselor or teacher should be concerned with when choosing and administering the assessment, scoring the assessment, and interpreting the results.

- The self-directed versus the administered method of assessment. Several of the assessments are self-directed searches; some are administered by the counselor or teacher and are machine scored (some can be scored by the individual administering the assessment); and still others are administered by the counselor or teacher but can be scored, profiled, and interpreted by the student(s) as part of the learning experience. The reading level, maturity, and motivation of students are all factors that need to be considered, especially when the counselor or teacher is choosing the type of assessment to use.

- Reading level of the assessment and of the students. Many of the assessments are written at the sixth to eighth grade reading levels. The grade or reading level of the students should be considered, especially if some students have limited reading skills.

- Students' familiarity with assessment items. Many of the items describe occupational or vocational activities that may not be familiar to students. Especially with junior high school students, level of maturity or experience (particularly work experience or lack of same) is an important factor that should be considered when the counselor or teacher is choosing and administering an assessment.

- Cultural and socioeconomic influences. Although the assessments should be free of cultural bias, the cultural background(s) of the students can influence their responses and the subsequent results of the assessment. The student's socioeconomic environment--such as a predominantly black, urban (perhaps ghetto) environment or a poor, rural environment as compared with a predominantly white, middle-class, suburban environment--should be considered, especially when it comes to interpreting the results of the assessment.

- Sex bias in choosing career interests. Many of the assessments reviewed here have not been structured so as to lead the student to choosing nontraditional occupations per se, although the assessments cited here are free of sex bias. And although students should be aware of the detrimental effects of sex bias in choosing career interests--especially if they have studied the project's Module 1 and understand that biased sex-role perceptions can limit their

occupational choices--a few students may tend to make selections based upon what has traditionally been taught to them about what is "right" for females versus males. The counselor or teacher needs, then, to be prepared to discuss with such students the choice of nontraditional occupations, along with the traditional choices they've made, thereby opening up the myriad choices available to all students.

- Realistic nature of selections based upon the assessment. The career goals and selections to be made by each student based upon the assessment should be realistic. The goals and selections should be such that they can be reached and will give the student satisfaction once they have been reached. While completing the assessment, in order to identify the particular goal or selection, and in subsequent explorations, the students should be able to learn about their individual interests, aptitudes, abilities, and personal qualities as well.

CAREER DECISION-MAKING MATERIALS IN THE PROJECT (CDM MATERIALS)

The Career Decision-Making (CDM) materials are part of the AEL Career Information System (CIS), which is based upon the Worker Trait Group structure of the Guide for Occupational Exploration, a supplement to the Dictionary of Occupational Titles published by the U.S. Department of Labor. The Worker Trait Groups are clusters of occupations having similar worker characteristics and qualifications. This structure facilitates self-exploration through identifying one's personal characteristics and traits and linking them to worker characteristics and qualifications for related Worker Trait Groups.

The CIS materials include a variety of self-assessment checklists to help students examine their interests, temperaments, and aptitudes and to identify related Worker Trait Groups for exploration. The AEL materials utilize a self-assessment approach to career exploration, which is unique in that the approach emphasizes the internal dimension of assessment by involving the student in the entire process. This process is characterized by the following four phases of learning:

1. Understanding the concept. A general introduction by a teacher or counselor, a filmstrip presentation, and written concept descriptions define and illustrate the concept to help students develop an understanding of it (first phase). The use of filmstrips to introduce concepts helps broaden students' perspectives of the world of work and break down stereotyping of occupations.

2. Personalizing the concept. Once students understand the concept, they need to personalize it, to make it meaningful to them as individuals (second phase). They need to realize that they already have a great deal of experience related to work. This experience may be used to personalize the concept. The concept provides the link between personal experience and related groups of occupations.

3. Assessing self in relation to the concept. In the third phase, students use checklists and other materials to assess themselves in relation to the concept. These materials do not use a standardized measurement approach that has the emphasis on providing normative data for comparing an individual with others. The CIS assessment materials provide a means for sorting and clarifying the elements of a concept; the emphasis here is to identify what elements of the concept are most meaningful to the students.

4. Applying the concept. In the fourth phase, students apply the concept. Students relate their interests, aptitudes, adaptive skills, and other factors to those characteristics which have been identified as helpful to workers in the Worker Trait Groups. Thus, students apply what they have learned about the concept and themselves to explore occupations and make career decisions.

Although the self-assessment process can be shortened by omitting the first two phases, users are cautioned that the quality of self-assessment and the validity of the resulting linkage to the world of work can be reduced considerably when these activities are left out of the process.

The CIS Worker Trait Group structure also provides an organization and management system for filing and indexing career information resources.

Users of the CDM materials are encouraged to obtain a copy of the CIS Professional Manual, in addition to information contained in the project materials. The manual contains specific recommendations in the form of utilization guides for implementation of the CIS self-assessment checklists.

The CDM materials have been designed and packaged to be flexible, so that they can be used in a variety of career education program activities such as those in this project. Specific attention has been given to all materials to eliminate sex-role stereotyping and other biases, and the materials have also been designed to help students in self-assessment using an unbiased process.

The following CDM materials are recommended for implementation of Module 2 of Choosing Occupations and Life Roles:*

- 1 CIS Professional Manual
- 3-5 CIS Guides
- 3-5 Worker Trait Group Guides
- 1 Work Activity Checklist (package of 32)

*McKnight Publishing Company (Bloomington, Illinois 61701) is the source of the CDM materials (see page 15). Please order directly from the publisher.

- 1 Work Situations Checklist (package of 32)
- 1 Aptitudes Checklist (package of 32) (Optional)
- 1 Start-Up Package (CIS) Filmstrips/Cassettes (6 sound filmstrips) (Optional)

Materials needed to install the AEL-CIS are not included on this list. It is recommended that users consider organizing their career information resources by the Worker Trait Group structure of the AEL system to facilitate students' career exploration.

The Worker Trait Group structure and the related job titles from the Dictionary of Occupational Titles are free of bias. In addition, a study of the CDM materials has shown that students using the materials are exposed to information and concepts that encourage a broad view of the world of work. Occupations and opportunities for related preparation are presented through filmstrips and textual materials in a way that is not limited by traditional bias involving sex, race, and age. Thus, the CDM materials are appropriate in terms of the goals of Choosing Occupations and Life Roles.

A REVIEW OF OPTIONAL ASSESSMENT INSTRUMENTS

Career selection and exploration should be a challenge for each student. Each student should make his or her selection based upon individual interest and qualifications--not based upon sex, and not based upon what has been traditionally taught.

Some of the OCCUPATIONAL/VOCATIONAL INTEREST ASSESSMENTS that can be used by the counselor or teacher in Module 2 as an option to the Career Decision-Making materials are:

- Occu-Sort
- Self-Directed Search
- Ohio Vocational Interest Survey
- California Occupational Preference Survey
- Strong-Campbell Interest Inventory
- Kuder Occupational Interest Survey
- Hall Occupational Orientation Survey
- Vocational, Interest, Experience and Skill Assessment

Each of the assessments is reviewed in the following pages.

Occu-Sort: A Self-Guided Career Exploration System (Jones, 1977)

The Occu-Sort (O-S) system is a method of assisting high school students in meeting their career development needs. It is made up of a set of 60 cards. On the front of each card is the name of an occupation, its three-letter occupational code according to Holland's typology (Holland, 1977), and its General Educational Development (GED) level according to the Dictionary of Occupational Titles (U.S. Department of Labor, 1977). On the back of each card is a description of the occupation as found in the Dictionary of Occupational Titles. The student sorts the cards into three piles according to occupations that she or he "would not choose," "might choose," and is "uncertain" about. The cards in the "would not choose" pile are then re-sorted into smaller piles according to the student's reasons for rejecting them. Similarly, the "might choose" cards are sorted into smaller piles according to reasons for their appropriateness. The occupations represented by the cards are then rank ordered according to the student's preference for entering or exploring them.

The final step in using the O-S system consists of the student's calculating a personal three-letter code based on Holland's six personality types (see the review of the Self-Directed Search below). Using this code, the student is referred to occupations having a similar code using Holland's Occupations Finder (1970). Through the Occupations Finder, in looking at several related careers, the student's occupational horizons are widened.

A minor weakness of the O-S system is in the calculation of the three-letter code. A student, especially one who may have low reading and/or computational skills, can make an error in the calculations of the code. Therefore, you should take a few minutes to check the student's scoring. Another minor weakness or potential problem of the system is the amount of time, from 45 to 90 minutes, that it will take a student to complete the O-S. This may present a problem when two class periods cannot be combined. An alternative would be to have students complete the O-S on two consecutive days.

The O-S can be used effectively in group guidance and in individual counseling situations, especially for rejecting some occupations. Students' responses to other steps in the O-S can also evoke discussions on values, life-style considerations, and related topics.

According to Jones and DeVault (1979), validity data for the O-S are surprisingly high. The system appears to have sufficient validity for use as a career exploration tool by both teachers and counselors.

The Self-Directed Search: A Guide to Educational and Vocational Planning (Holland, 1977)

Also related are the Occupations Finder (Holland, 1970) and the Vocational Preference Inventory (Holland, 1965). The Self-Directed Search (SDS) is a self-administered, self-scored, and self-interpreted vocational instrument useful in individual counseling, for career exploration groups, and as a

self-directed learning experience. The SDS is designed to assist individuals in determining their interest patterns and to suggest suitable work environments. Through the accompanying Assessment Booklet, the SDS uses a broad range of activities, competencies, occupations, and self-ratings to assess the student's resemblance to each of Holland's six personality types: Realistic (R), Investigative (I), Artistic (A), Social (S), Enterprising (E), and Conventional (C). The six personality types are based on Holland's Vocational Preference Inventory, which is a personality and interest inventory composed entirely of 160 occupational titles; students using the inventory indicate the occupations they like and dislike, and one of the results indicates the test taker's resemblance to one or more of the personality types.

In scoring the SDS instrument, each student's summary code is derived by coding the three highest scale scores, resulting in a three-letter occupational code; the student can then refer to the Occupations Finder to select and explore related occupations. The Occupations Finder is a classification of approximately 500 common occupations, organized according to three-letter codes that use the letters of Holland's six personality types.

As in the Occu-Sort, the SDS contains a minor weakness in the likelihood of the student's making an error in calculating the individual score. Therefore, you should take a few minutes to check the student's scoring to correct any errors. Also, interpretation of the code and subsequent reference to the Occupations Finder can be a problem for some students, especially those with limited abilities, if the counselor or teacher is using the SDS as a totally self-directed and self-interpreted search. Teacher or counselor guidance and input may be valuable at this point.

Since the SDS provides immediate feedback to the user, not only can it stimulate each student to begin thinking about careers, but also it is very useful in group counseling sessions in which discussions about occupations and related topics can ensue. Again, counselors using the SDS as a purely self-directed instrument need to provide opportunities for the students to talk about the results obtained in their search. Counselors need to be sensitive to students' reactions to the SDS, need to process these reactions, and need to integrate them into the counseling process.

In using homogeneous scales, the SDS has made more equitable male and female occupational responses. Overall results from a number of studies support the validity of the SDS as a self-scoring and self-directed treatment.

Ohio Vocational Interest Survey (D'Costa et al., 1970)

The Ohio Vocational Interest Survey (OVIS) is a current standardized vocational interest inventory designed to help junior high and high school students, their parents, and counselors develop realistic plans for further education and career development by providing information regarding the individual student's interest in occupations. Six preliminary questions about vocational plans and high school programs precede the actual

inventory; space is provided for the counselor or the school to add as many as eight more questions. There is also a student information section, in which the student indicates first and second choices for work she or he would best like to do from statements describing various kinds of occupations. For the remaining items in the inventory, the students mark their responses to statements containing five possible choices, ranging from "like very much" to "neutral" to "dislike very much." Responses to the items yield a total of 24 scores; the time needed to complete the inventory is approximately 60 to 90 minutes; directions, which are provided in an examiner's manual, are easy for the counselor or teacher to follow.

A minor weakness of the OVIS is the time factor for completion of the inventory. As in the Occu-Sort, the OVIS can take up to two class periods to complete it fully. If two class periods cannot be combined, an alternative would be to have the student(s) complete the OVIS on two separate days. Another problem with the OVIS is that the inventory must be machine scored by the publisher, which can mean added expense and delays in obtaining results and in subsequently interpreting them. Also, if the OVIS is being used as a counseling tool, since it cannot be hand scored, it is virtually impossible to determine how a specific student responded to an item. Once the inventory is sent off to the publisher for machine scoring, its flexibility for use by the counselor or teacher is greatly reduced. (Counselors using this vocational interest survey should be aware of the time factor involved in its completion by the student, of its inflexibility because it must be machine scored by the publisher, and of its subsequent limitations as a counseling tool.)

There are data validating the OVIS, and they point to the survey's potential for being an appealing and useful vocational instrument for the teacher and counselor.

Note: At this writing, the publisher plans a revision of the OVIS that will take sex-related issues into account; the tentative publication date was to be 1980-81.

California Occupational Preference Survey (Knapp, Grant, and Davis, 1970)

The California Occupational Preference Survey (COPS) is a self-scoring, self-interpreting vocational instrument that confirms occupational areas of major interest for senior high school students. In addition, it helps the counselor determine whether or not the individual student's present interests will require either a college education or further vocational planning. The survey is designed in a free, graduated-response format, in which the students indicate how they feel about each activity, checking one of four alternatives ranging from "like very much" to "dislike very much." The items in the survey yield a total of 14 scores. Just one class period is needed to administer the COPS, since the survey can be completed in 30 to 40 minutes.

The COPS tends to broaden a student's vocational knowledge. It is set up so that a student completing the survey can learn about vocations simply by taking the test, scoring it, and interpreting the scores. In addition,

the manual is keyed to the Dictionary of Occupational Titles, which can lead to further exploration of a student's chosen vocation(s). The self-scoring booklet is easy for students to mark, and the scores are somewhat easy for the students to interpret and for the counselor to study.

Because it is a free-response inventory, a weakness in the COPS is that a student could project false responses to obtain a desired score. The COPS could also be subject to variability of individual standards and interpretations of what is meant by "like" and "dislike" of specific vocations, especially if a student is not familiar with the particular vocation being discussed. Although the self-scoring booklet may be simple for the student to follow, a student having limited computational and reading skills may make an error or have difficulty in scoring the inventory and in interpreting the score. Counselor or teacher guidance may be necessary here.

Little research has been conducted on the validity of the COPS. However, it is a useful inventory for students who desire to learn about their own vocational interests. It is also useful as a counseling tool since it enables the students to learn more about particular occupations or vocations of interest.

Strong-Campbell Interest Inventory (Campbell, 1974)

The Strong-Campbell Interest Inventory (SCII) is the revised form of the earlier Strong Vocational Interest Blank for men and for women (SVIB and SVIB-W, respectively). The SCII combines items and scale data and utilizes the same item pool for women and men. An inventory of interests applicable to late adolescents and young adults, the SCII is designed in a forced-choice format, in which the student identifies his or her like of, dislike of, or indifference toward occupations or interests described in each item. The majority of items are distributed between the occupational scales and the Basic Interest Scales (BIS). The BIS indicate possibilities for exploration and provide information on the student's expressed occupational interests. Score profile sheets enable students to compare their BIS scores with norms for adolescents (their peer group) and for adults. (One reporting form for both males and females, on which all respondents receive scores on all scales, is available.) Completion time for the SCII is from 30 to 60 minutes, approximately one class period. The inventory can be either hand scored by the student or machine scored by one of several scoring services to which the answer sheets can be sent.

There are minor weaknesses that a counselor or teacher should be aware of when administering the SCII. There is a chance that students will fake their responses, enabling them to raise their scores on specific scales; however, most uses of the inventory are in situations in which there is no apparent motivation to fake. Also, the student may have little knowledge of or familiarity with some items, which could evoke an invalid response. Further, the inventory offers no opportunity for the student to express enthusiasm, or lack of it, in relation to the items, other than stating interest or lack of interest through identifying like of, dislike of, or indifference toward items in the BIS.

There are two separate manuals available, one for the SCII and one for the SVIB-SCII, along with a handbook that will aid the counselor in interpreting the results and in advising students. Reading of the handbook, the manuals, and/or journal articles about the SCII prior to administering the inventory and before counseling students on the results is recommended. During counseling, the counselor (or teacher) and the student should look at not only the high scores but also the low scores, as well as examining the tables (provided in the manuals) showing the average scores for various occupations on each scale. Because of the nature of the SCII (that is, its inclusion of both the BIS and the occupational scales), the counselor or teacher should discuss with the student both stated interests (from the BIS) and measured interests (from the occupational scales).

Both concurrent and predictive validity for the SCII have been consistent (and in some cases, slightly higher) among several studies (Dolliver, Irwin, and Bigley, 1972; Whitton, 1975; Spokane, 1979). Validity results for the SCII have also been consistent and somewhat higher for the SCII than for the SVIB.

The SCII appears to be an adequate and useful interest inventory instrument. However, the counselor or teacher should offer students an opportunity for discussion of results, high and low scores, when using it. The inventory is also among the vocational interest inventories currently available to counselors and teachers for use with secondary students.

Kuder Occupational Interest Survey (Kuder, 1970)

The Kuder Occupational Interest Survey (Kuder DD) is an elaboration of the Kuder Preference Record--Occupational, Form D (Kuder, 1970), applicable to late adolescents and young adults. The Kuder DD contains the same items as the occupational inventory of the Preference Record; however, the Kuder DD is scored differently. It is a 100-item survey designed in the traditional forced-choice format, in which the student chooses the most preferred and the least preferred activity from three alternatives. The author contends that this format keeps potential response bias from operating.

The Kuder DD uses the same test for males as for females. However, there are two separate scores--one for male test takers and one for female test takers--with 28 twin scales normed separately on males and females for the same occupations and college majors. Scales for college majors have been added, and the number of occupational scales increased, as compared with the Preference Record. New scales have been normed on women for 37 occupations and for 19 college majors. In addition, women receive scores on 20 occupational scales and eight college major scales that formerly were normed only on men. Scores on the survey attempt to show how an individual's (or a student's) preferences are similar to the preferences typical of people in various occupations and fields of study; however, low and middle scores are not reported.

A test manual, which should be read extensively before attempting to interpret the scores, is available. It includes a short section on where a

counselor or teacher can obtain occupational information. An interpretative leaflet is also available; it indicates that a student who has an interest in a particular occupation is likely to find satisfaction in that occupation. A profile sheet reports separately by sex the highest scores for occupational scales and for college major scales. The report of scales for women includes selected scales developed from the male criterion groups. This report of scores by sex is one of the weaknesses or disadvantages of the Kuder DD that counselors and teachers need to be aware of when administering and using the survey.

The Kuder DD has an advantage as compared with several other occupational or vocational interest surveys (such as the OVIS, the COPS, and the SCII reviewed in the preceding pages), because through the Kuder DD, a student can obtain an assessment of college interests on the college major scales. The Kuder DD also exposes the student to a broad range of occupations, especially on the technical and trade level. Further, the Kuder DD was developed for counselors to use for assisting students who are preparing for or entering into a specific line of work, for identifying potential occupations for probable dropouts, for aiding vocational decisions, for selecting major fields of study, and for counseling adults in employment and occupational placement.

One study (Zytowski and Laing, 1978) is typical of the research data on the predictive validity of the Kuder DD; its results revealed that the two sets of scales (for males and for females) are approximately equal in predictive validity.

The Kuder DD was developed with careful attention paid to construction, rationale, and scoring procedures. Although the survey uses the same test for males and females, it provides separate scores by sex, the scores for females having been developed from selected male occupational and college major scales. The Kuder DD, overall, has the potential to become a useful tool for the counselor and the teacher.

Note: A new guidance instrument for use with high school students is the Career Development Inventory (CDI), developed by Kuder and Diamond, and based on the Kuder Occupational Interest Survey (KOIS). The CDI consists of an interest survey using the 100 KOIS items and a personal data form. This inventory presents a statistical approach to the problem of differences in sex-role socialization effects.

Hall Occupational Orientation Inventory (Hall, 1968)

The Hall Occupational Orientation Inventory (HOOI) looks at need and value, rather than interest, as the determinants of worker traits and job characteristics. The inventory assesses the attractiveness or importance to the student of a number of factors or attributes of work. It is designed for use with junior high and high school students. The HOOI has a total of 23 scales, 13 of which are directional scales that measure the student's orientation toward or away from the area described by a particular scale;

eight of which indicate the degree to which each factor is important to the student; and two of which are verification scales that reflect whether there is any bias in the student's responses. The inventory is designed in a free-choice format, in which the student checks each choice on a five-point scale, the choices ranging from "essential" to "intolerable." The time needed to complete the inventory is from 40 to 60 minutes, approximately a class period.

In completing the HOOI, students are encouraged to hand-score and profile their inventories as part of the learning experience. The inventory can also be machine scored, with group summaries and data on item frequencies then becoming available for counseling. The user's manual gives adequate coverage of suggested counseling uses, and tapes are now available that demonstrate interpretive approaches. Interpretive folders give brief descriptions of the content of each scale, along with some rationale for relating the conceptual framework of the inventory to planning the student's work and/or career. Another folder is available to explain the inventory to students' parents.

As in other self-scoring and self-interpreting inventories, a student can make an error in calculating and profiling the score. Counselors and teachers using the HOOI self-scoring approach should make themselves available to students, particularly at this point in the test taking, in order to answer questions, clarify problems, offer interpretations, and check the students' calculations.

Data on the validity of the inventory are minimal. It has not yet been shown that the inventory is based on a firmly demonstrated, valid foundation. Although there are instructions on the varied counseling uses of the inventory, a counselor should be aware that the scales on the HOOI could be unrelated to job or work satisfaction and that a student's self-concept as generated or clarified by the inventory could be spurious in relation to the real world (Zytowski, in Buros, 1972). That existing relationships might not be reflected on the HOOI is a serious consideration, and in view of this, the counselor or teacher should be cautious in using this inventory. A revision of all interpretive materials, including the counselor's manual, has been published, and the HOOI is now published by the Scholastic Testing Service.

Vocational Interest, Experience, and Skill Assessment (Houghton Mifflin, 1977)

The Vocational Interest, Experience, and Skill Assessment (VIESA) is an assessment of the vocational interests and skills, along with the career-related experiences, of junior and senior high school students. The VIESA consists of a Career Log and Guidebook for students and a User's Handbook for teachers and counselors. The Career Log and Guidebook contain aids to students for taking and scoring the inventories, and the User's Handbook presents suggestions for school use of the VIESA, transparency masters, discussion guides, discussion of results, and follow-through for teachers. The VIESA contains a unique vocational interest inventory developed by the

American College Testing Program. The experiences and skills components of the VIESA emphasize career-related activities that many students have experienced firsthand. The assessment was designed to counteract sex-role stereotypes affecting vocational choice. The VIESA is easily taken and self-scored by the students in 45 minutes (one class period).

Upon completing the VIESA, students are guided through a "World of Work" map to 6 job clusters and 25 job families. The job clusters are compatible with the typology in Holland's theory of careers, and the "Job Family" charts cover 650 occupations. References are also provided to the Occupational Outlook Handbook and the Dictionary of Occupational Titles.

The VIESA contains assessment procedures that are standardized and grounded in research. It has been nationally normed with reliability and validity data based on many years' research, summarized in the User's Handbook.

The VIESA is a new, useful, and up-to-date career guidance tool for teachers' and counselors' use with students in grades 8-12. It is also a sex-fair inventory that helps both male and female students look at the full range of career opportunities available to them.

A USEFUL HANDBOOK

Finally, there is available a very useful handbook of tests and measures (other than those which have been reviewed). Women and Women's Issues: A Handbook of Tests and Measures (Beere, 1979) is a guide to the availability, uses, and validity of instruments for evaluating and assessing sex roles, sex stereotypes, women's roles, attitudes toward women, and topics especially pertinent to women. This handbook enables teachers, counselors, and other professionals to identify easily measures and topics for their own studies, to select appropriate instruments for their students (especially those in upper grades), and to be apprised of published studies that have employed the measures reviewed in the handbook.

The author describes and evaluates over 230 selected tests and measures. Each entry provides the title, author, and date of the first use of the test; explains what the test measures; characterizes past and potential respondents; outlines the procedure for test administration and scoring; supplies data on reliability and validity; identifies the source from which the complete instrument is available; and presents a bibliography of studies that have used the instrument.

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USING MODULE 3: SEX BIAS AND WORK

The 16 activities in Module 3 of Choosing Occupations and Life Roles have in common the fact that they all deal with (a) preparing to enter the world of work or (b) preparing for an occupation in the home. Because they address the honest dilemmas that face adults, you may find that the activities in Module 3 are the most rewarding to offer and the most popular with your students. However, because the Module 3 activities deal with real problems faced by individuals when they enter the world of work, the implications of confrontation--that is, the consequences of taking risks--also need to be addressed in order that students do not have unrealistic expectations of their own behavior. Therefore, before you do any of the Module 3 activities, please take the time to read the brief essay on risk taking that follows; it should help set the scene for the topics in Module 3.

ACTIVITIES IN MODULE 3, BY CATEGORY

DEFINITION	RECOGNITION	APPLICATION
10. Sharon and George: Career Counseling	5. The Breadwinner Blues	1. Finding a Job
15. Looking for the Union Label	6. Decide! You're the Boss	2. The Personal Data Sheet
16. Homemaking as a Career	7. Sally's Story	3. Filling Out an Application
	9. Estelle: A Case Study	4. The Job Interview
	11. Charlotte's and Arnold's Relationship	8. Juanita's Decision
	12. Mystery Job	14. A Job Interview at River Plastics Corporation
	13. Getting Fired	

WHY STUDY RISK?

Suppose you won a trip to Las Vegas and $1,000 spending money. Would you:

A. Figure it was $1,000 you never really had and therefore gamble it all?

B. Decide to gamble a portion of it and save the rest?

C. Cash in your plane ticket, add that amount to the $1,000, and make a sizable deposit to your savings account?

D. Gamble the full amount, lose, and in an attempt to recoup your losses, mortgage the house, sell the car, and gamble the proceeds?

Whichever answer you chose, isn't this a pleasant fantasy in which to indulge--having nothing to lose and everything to gain (that is, if you chose options A, B, or C)? But what if you chose D? Would you have been willing to risk everything on that million-to-one chance that you'd walk away rich?

Most people would not. Most people would choose among options A, B, or C because those choices are "safer" than the all-or-nothing consequences of option D. However, whichever option you chose, you probably went through a mental process of weighing the alternatives and thinking about the consequences of each option. There is no right or wrong answer to the question, other than what is the right choice for you, but the fact is that you did think about the consequences before you made a choice. Thinking about the consequences of our actions prior to taking them is one of the major themes of the activities in Module 3.

As adults, we should know that there are always consequences to our behaviors and actions and that sometimes these consequences incur a risk so great that we may lose not only the additional gains we are seeking, but also some of what we already have (as per option D). Further, it is a lesson we have probably learned the hard way--through experience.

Young people, however, have not had as much time and experience at risk taking and frequently are unaware of the multiple consequences of actions. In addition, they tend to be more malleable than adults because they are still in the process of forming convictions about the concepts they hold.

As you work through the activities in Module 3, you will be working with problems or episodes that have multiple solutions and multiple consequences. And your discussions with the students will be held within the "safe" boundaries of the classroom, where any "risk taking" is academic. With this as the context, then, you may find one or both of the following reactions among students:

1. A "right makes might" attitude, which translates into an attitude that says, "So long as legality or morality is on my side, nothing or no one can get in my way."

2. A "eureka" experience, in which students are not only converted to the "truth" but also are determined to rush right out of the classroom and convert the rest of the world to their cause.

These behaviors are cited not to discourage you from teaching the materials in Module 3, but rather to persuade you to "arm" or prepare your students for the real world, with its cultural lags, its local pockets of conservatism, and its occasional responses of outright hostility toward change. Research has clearly demonstrated the retrogressive effects of not equipping people with the prerequisite skills they need to deal effectively with change. This is another way of saying that if you sell someone on the righteousness of an idea, the individual (a) not only believes it personally but also finds that the new personal conviction is immediately met with laughter, derision, or outright hostility; (b) is not prepared to deal with the negative reactions; and/or (c) may well abandon the new idea altogether or be so personally damaged by the confrontation that the new conviction is tabled.

At the conclusion of this essay is a decision-making model involving risk (see page 35), which you will work through in training and use with your students in the Module 3 activities. The model is included so that students will begin to think logically, and plan their actions prior to taking them. The point is not to discourage your students from acting on their convictions but to prepare them in advance for the possible consequences of their actions.

As you use the risk-taking activities with your students, you will find that each student responds a little differently to the situations presented. Individuals are unique in their abilities to understand the potential risks of their actions, and they also vary in their abilities to tolerate the consequences of their actions. Some of us are bold risk takers; others are not. It is not for us as educators to force individuals into one stance or another, but rather to expose students to the range of risks associated with the variety of actions that individuals can take and to enable students to judge for themselves their risk-taking thresholds.

In closing, let's consider for a moment the "Tale of Two Pilgrims":

Tale of Two Pilgrims

Once upon a time, there were two pilgrims who set out in the world to find Truth. They had not traveled far when they came to a huge chasm, across which was stretched a rickety footbridge, and saw a sign pointing across the footbridge that read, "This Way to Truth." In front of the footbridge stood a huge, heavily armed man, who greeted the two pilgrims with the warning, "Come no closer, unless you are prepared to die."

"But we must come closer," said one of the pilgrims, "for the Truth we seek is on the other side of the bridge."

"Oh, it's Truth you be after, is it now? Well, I am the guardian of Truth and no one may cross this bridge without my permission."

"And how do we obtain your permission?" asked the other pilgrim.

"Well," said the guardian of Truth, "I ask you three questions, and if you can answer them correctly, you may cross the bridge to Truth. But if you do not answer them correctly, I throw you into the chasm below. Will you take the chance?"

The two pilgrims thought about this for a while. Finally, the braver of the two timidly approached the guardian and said, "I take the chance, sir. What are the questions?"

The guardian thought for a moment and then asked the first pilgrim, "What is your name?"

"My name is Frances, sir."

"What is the color of your eyes?"

"My eyes are blue, sir."

"And what do you seek?"

"I seek Truth, sir."

"Then if it is Truth you seek, you shall have it, for you have answered all of my questions and are free to cross the bridge."

"Gee, that's easy," thought the second pilgrim. So he stepped up to the guardian of Truth and said, "I am ready to answer your questions, sir."

The guardian of Truth thought for a moment and then asked the pilgrim, "What is your name?"

"My name is Pat, sir."

"What is the color of your eyes?"

"They are brown, sir."

"And what is the capital of Afghanistan?"

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Although we cannot prepare our students for all the trick questions they will face, we can equip them to be better prepared for the consequences. Let's try not to lose any pilgrims to the chasm!

Decision-Making Model

1. You become aware of the concept.
2. You formulate attitudes and values about the concept.
3. You act in accordance with your attitudes and values.
4. You receive feedback about your action.

Result: You validate or reformulate your ideas about the concept.

PART II: SUGGESTIONS FOR INSERVICE TEACHER-TRAINING SESSIONS

INTRODUCTION TO PART II:
SUGGESTIONS FOR INSERVICE SESSIONS

If you have presented the materials in Modules 1, 2, or 3 to your students, or if you are reviewing this handbook prior to offering such a unit, you either have already discovered or need to be made aware of an amazing phenomenon--the curiosity of your colleagues. During the 18 months that the project materials were being tested in the classroom with social studies teachers and students, a remarkable pattern developed. First, because the activities are fun for students to do (and if you are presently teaching a unit, you already know this), students began to spread the word to other students about what was going on in their class. And second, the teachers who used the project materials began to talk with other teachers in their school, remarking upon how suitable the materials were for use in a variety of subject areas. Soon English teachers were asking to see copies of the activities and began adapting the materials for use in their own classes, turning many of the discussion topics into debates, or utilizing the topics as subjects for written assignments. Home economics teachers began to "steal" the activities dealing with family and work relationships for use in their curricula. Vocational-ed and distributive-ed teachers wanted the materials for use with their students. Of course, the materials were freely shared, and we hope that you, too, will continue this pattern.

However, as word and popularity of the materials spread, another phenomenon occurred. Not only were teachers attracted to the materials, but also many of them began to think critically about the subject of sex-role stereotyping. Comments such as "I admit that I never took this stuff seriously before, but now that I think about it, there really is harm in sex-role stereotyping" and "You know, the whole faculty needs to do these activities" were heard. Again, if the pattern holds, you, too, will begin hearing such comments from your colleagues.

Therefore, because of the curiosity and willingness to learn more about sex-role stereotyping in the schools that we observed among educators, we have included in this section of the handbook a series of adult training activities, especially suitable for teacher-training inservice programs.* The activities range from specific explorations of Title VII and Title IX to group explorations of sex-role stereotyping and changing roles in general. It is not necessary to do all of the activities or to do them in any specific order. However, we hope you will find that one or more sessions are especially appropriate for your school setting. We encourage you to read each of the sessions and then to approach your administrator with a suggested topic for the next inservice session. After all, it hardly seems equitable that only your students benefit from the activities, does it?

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*Many of the activities for students can also be used with adults, and are easily adapted to and appropriate for inservice teacher-training sessions.

SESSION 1: THREE EPISODES WITH TITLE IX

Purpose

To acquaint teachers with examples of Title IX infractions that commonly occur in schools.

Description of Session

Trainees read and discuss three brief episodes in which possible Title IX violations occur, and begin to recognize, or better appreciate, the implications of Title IX.

Objectives

Upon completing the session, trainees should be able to:

- Define the meaning of Title IX.
- List and describe the specific violations of Title IX that occurred in two of the three episodes ("The Volleyball Team" and "Harrison County").
- Explain why there was no Title IX violation in one of the episodes ("English 301").
- State other examples of Title IX violations that might be occurring in the schools.

Materials Needed

Copies of "The Volleyball Team," "English 301," and "Harrison County" (episodes follow); "Responses to Episodes" (responses follow); and copies of "Summary of Title IX" (summary follows).

Instructions

First you need to decide whether or not you want everyone to read the three episodes or whether you want to read the episodes to them. Obviously, the first alternative requires that you make sufficient copies of the episodes for each faculty member. However, you need copy only the pages with the episodes and to supply a copy of the "Responses" sheet. Use your own discretion as to whether you want to have all three read at once and then discussed separately, or have each one read and discussed immediately after. As you discuss "The Volleyball Team" and "Harrison County," ask the teachers if they can think of similar situations which have been or are occurring in schools and discuss whether or not there are Title IX violations involved.

Bring closure to the session by handing out the "Summary of Title IX" and allowing time for everyone to read and discuss it. If you are not the Title IX enforcement person for your school, you might want to ask the person who is to assist you in this part of the session, perhaps by elaborating on actual experience of the issues.

THE VOLLEYBALL TEAM

It was a beautiful fall. The weather was in the low 50s, the roses were still in bloom, and everyone wanted to stay outdoors as much as possible. Tom Miller was playing with his friends, Bob, Dan, Roger, and Jack, in his backyard. The only problem was that they kept tripping over the rosebushes. There just wasn't enough room to maneuver with the ball. Finally, in frustration, Tom said, "Let's ask Coach Holliday if we can have a volleyball team. My sister is on one and they play the other schools. They have use of the equipment, lockers, the whole bit!"

The next day after gym, the boys surrounded Coach Holliday and said they wanted to play volleyball. The coach thought a minute, and then said, "Well, the girls have a volleyball team and they have the equipment tied up; I don't see any way to work it out. Why don't you fellows join the soccer team? It's a great group to work with!"

Tom and his friends declined the invitation to join the soccer team and went home feeling let down.

Does this episode describe a violation of Title IX? If so, what was the violation?

ENGLISH 301

Sara Rodnor, a junior, sat in her English class reading through a book of short stories. She was supposed to be analyzing three of the stories for the underlying themes. Instead, she found herself analyzing the way the book portrayed women and men. Phrases such as "Jim Smith allows his wife to work part-time" and "Roger, don't worry about the work; I'll give it to the girls at the office" made her just furious.

Sara went to her English teacher after class and objected to the reading material.

Does this episode describe a violation of Title IX? If so, what was the violation?

HARRISON COUNTY

Harrison County is a small rural county that has two general high schools and one vocational-technical high school. A cooperative arrangement has been set up so that students at the general high schools can take courses at the vocational-technical high school with their counselors' approval.

Monday night, the Caldwells were sitting at the dinner table listening to Robb's animated description of a presentation given by the counselor from Monroe High, the vocational-technical school. The counselor, Mr. Thompkins, had come to Robb's shop class to describe the range of courses available at Monroe High. Robb felt strongly that he wanted to transfer to Monroe and enroll in the mining technology courses. Robb's sister, Marge, listened and asked several questions. Later that evening Marge told her parents that although she wanted to stay at Roosevelt High, she really wanted to enroll in the keypunch course at Monroe as well. Marge's parents said that the plan made sense to them and that Marge should discuss it with her counselor, Miss Roberts.

First thing Tuesday morning, Marge asked for an appointment with Miss Roberts. When they met, Marge described her interest in computer work and said that she wanted to enroll in a keypunch course at Monroe the next semester. The one course, Marge felt, would enable her to explore more fully her interest in computers. After asking several questions, Miss Roberts said that she would call Mr. Thompkins that day to enroll Marge in the late-afternoon keypunch course.

Mr. Thompkins was surprised to hear from Miss Roberts. When he heard her request, he replied, "Gee, Virginia, I'm sorry, but I made presentations in all the shop classes and there was so much interest that the courses are all filled up. Maybe Marge could take the typing class you offer there, and if she's still interested in keypunch, we'll see if there's a spot for her next fall."

Does this episode describe a violation of Title IX? If so, what was the violation?

RESPONSES TO EPISODES

Episode: The Volleyball Team

Yes, a violation of Title IX is described. According to Section 86.41 of Title IX, discrimination on the basis of sex in the operation of any interscholastic, intercollegiate, club, or intramural athletic program is prohibited.

Coach Holliday should have made the existing volleyball team coeducational or, once the boys expressed an interest, established a team for them. Both sexes should have access to the equipment and facilities.

Episode: English 301

No violation of Title IX is described. Title IX does not cover textbooks, and to dictate the reading materials that should be used in schools would probably be a violation of the First Amendment of the United States Constitution.

It would, however, be in the spirit of the law for the school or teacher to provide a variety of reading materials or to point out any sex-role stereotyping that exists in the materials.

Episode: Harrison County

Yes, a violation of Title IX is described. Title IX prohibits the recruitment of groups composed primarily or exclusively of one sex. By addressing only the shop classes, which were predominantly composed of male students, Mr. Thompkins was indirectly giving preference to males, and this is further evidenced by the fact that all of the Monroe High classes were filled by students recruited from the shop classes.

To comply with Title IX, Mr. Thompkins should have recruited students from home economics classes as well, or--far better--recruited students from a student-wide assembly.

(See "Summary of Title IX," which follows.)

SUMMARY OF TITLE IX*

Title IX protects the rights of males and females in education.

Title IX of the Education Amendments of 1972 prohibits sex discrimination in educational programs receiving Federal funds. The law is organized into four subject areas.

The first part of the law lists the requirements for complying with Title IX. A school board of education and other education agencies must write a Title IX policy and publicize it so that people will know what their rights are and which schools and agencies are going to abide by Title IX. Every school or agency must appoint a person to ensure that the institution is in compliance with Title IX. If a problem arises and a person feels that he or she has been discriminated against because of sex, every school or agency must have a grievance procedure so that a complaint of sex discrimination can be filed. Under Title IX, all institutions had to complete a self-evaluation by July 1976 to make sure they were complying with all parts of Title IX. Once institutions were sure they were within the law, they had to send a form to the federal government assuring their compliance. Schools or agencies that violate Title IX can have federal funding withdrawn.

The second part of Title IX states that all people, regardless of sex, should have an equal chance to be admitted to a school. Students who are married or have children must have an equal chance to go to school. Schools may not use tests that favor one sex or the other, nor may they recruit students in such a way as to attract mostly one sex.

The third part of Title IX states that programs at schools must be open to both males and females. A school cannot offer home economics for just females or shop for just males. Physical education and athletics programs must be available to any interested students, and facilities such as locker rooms and gyms must be as well equipped and as accessible for one sex as for the other. Financial aid must be based on ability and need, not on sex. Counselors must make sure that all students are aware of all the educational opportunities.

The last part of Title IX covers employment. Full-time and part-time jobs in educational institutions must be open to both men and women. People must be offered jobs because of their experience and ability, not because of their sex. Pay, job assignments, benefits, and all other personal matters must be equal; a man and a woman doing the same job, in similar conditions and possessing similar experience and ability, must receive equal pay and benefits under Title IX.

If you have any questions about Title IX or want to file a complaint, contact the Title IX coordinator at your institution, or write:

Director, Office for Civil Rights
U.S. Department of Education
330 C Street, S.W.
Washington, DC 20202

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*Source: West Virginia Women's Commission.

SESSION 2: A JOB INTERVIEW AT RIVER PLASTICS CORPORATION*

Purpose

To introduce teachers to the requirements of Title VII and to demonstrate the concept of risk taking in the workplace.

Description of Session

Trainees read and analyze a role-play situation (a job interview) that contains an example of a violation of Title VII, and they explore multiple ways of dealing with the violation.

Objectives

Upon completing the session, trainees should be able to:

- List and describe the specific Title VII violation depicted in the role-play situation (job interview).
- List, describe, and discuss possible alternatives available to the applicant depicted in the role play, as she attempts to obtain the position of Bookkeeper II.
- List and describe the amount of risk taking involved with each of those alternatives, ranking them from the safest to the most risky action that could be taken.
- List and describe sets of circumstances that can affect the risk-taking alternatives and choices of individuals.
- Explain and describe (a) the ways in which their own job counseling of students can affect the students' vocational decisions and (b) the ways in which the sex-role expectations of both counselors and students can affect the students' vocational decisions.

Materials Needed

Copies of "A Job Interview at River Plastics Corporation," "Responses to Interview at River Plastics," and "Summary of Title VII" (materials follow).

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*A variation of this session can be found in Module 3 (Activity 14).

Instructions

1. Hand out a copy of "A Job Interview at River Plastics Corporation" to each trainee and allow about five minutes' reading time.

2. Lead the group in a general discussion of the situation depicted; use the following questions as a guide:

   a. What was your overall reaction to the situation?

   b. What was the specific violation of Title VII?

   c. In addition to the illegality that took place, what was unfair about the position in which Mr. Raines placed Ann?

   d. If you were Mrs. Jamison, what would you say to Ann?

3. When the trainees have discussed the situation generally, initiate a discussion of possible solutions to the problem. Depending on the size and nature of the group, you could (a) either role play one or two alternatives or (b) ask what they would do if they were Ann, and begin listing the various suggestions on the chalkboard. As you make the list, first try to get all the suggested actions. Then, when trainees have run out of suggestions for actions, ask them to describe the consequences or risks involved with each action and to rank the actions from the safest to the most risky. Your final list should resemble the one below.

Actions Ann Takes	Consequences
a. Accepts the Secretary II position.	Employment; personal frustration and job alienation; possibility of internal promotion to Bookkeeper II position.
b. Goes back to Mr. Raines and states reasons why she should get Bookkeeper II position (is good with numbers; wants to work there and therefore would be a better, more motivated employee; says the possibility of an "incident" with the men was unfairly presented as her problem rather than as a management problem; gently points out that she has a right to the job, which has been legally advertised; etc.).	May or may not get bookkeeper job; if not, is still likely to be offered Secretary II position.

Actions Ann Takes	Consequences
c. Goes back to Mr. Raines and demands bookkeeper job, pointing out that if he does not hire her, he will be violating Title VII and she will bring suit.	May or may not get either position; probably antagonizes Mr. Raines; probably earns reputation as troublemaker; may have to follow through with lawsuit.
d. Initiates suit against River Plastics Corporation and, after two years, wins--has to be hired for Bookkeeper II position, with back pay due from date of original violation.	Gets job; probably faces resentment at work, at least from Mr. Raines; definitely earns reputation as troublemaker; possibly suffers psychological abuse from co-workers or management.

4. When you have finished exploring the alternatives, point out that it is important not only to think about possible alternatives to a problem, but also to become aware that an individual's personal situation also influences choice and risk. Ask the trainees to put themselves in Ann's place and describe their reactions to the River Plastics situation, using the stem and situations that follow.

   Stem: How would you respond to the River Plastics situation if you were Ann and you:

   a. Needed a job immediately after graduation to help support your widowed, indigent mother, and this were the only job advertised?

   b. Needed a job immediately after graduation to help support your widowed, indigent mother, but also had two other interviews with other companies?

   c. Needed a job and had two other offers but really wanted only the bookkeeper job?

   d. Needed a job but had two other offers that were about equally desirable?

   e. Needed a job and found that the secretarial job you were offered paid more than the Bookkeeper II job? Less than the Bookkeeper II job?

   f. Wanted to have a summer job before starting college in the fall, but did not really need one? Had several other offers? Definitely needed a job to help pay college expenses?

5. After you have discussed the above conditions, ask the trainees to suggest other conditions that could affect the options chosen. If the suggestions continue to center on economic considerations, you could introduce the concept of personality and beliefs by asking trainees which of the solutions would most likely be picked by Ann if she were (a) passive, (b) aggressive, (c) assertive, (d) a strong feminist, (e) neutral, or (f) antifeminist.

6. Bring closure to the session by handing out copies of "Responses to Interview at River Plastics" and the summary of Title VII.

A JOB INTERVIEW AT RIVER PLASTICS CORPORATION

It was three weeks before graduation, and Ann Boggess had a job interview with River Plastics Corporation. She had finished the business course at River High School and had done very well in business math, accounting, and bookkeeping.

Ann arrived at River Plastics on time and was given the following application form to fill out:

Mr.
Miss
Mrs. _____ _____ _____ _____
First Name | Middle Initial | Last Name | Date of Birth

_____ _____
Address | Zip Code | Number of Dependents

( ) _____
Phone Number

Education: _____ _____ _____
School | Major Subjects | Years Completed

Work Experience: _____

_____

_____

_____

References: _____ _____ ( ) _____
Name | Address | Phone

_____ _____ ( ) _____
Name | Address | Phone

When Ann had completed the application form, she was shown into Mr. Raines's office. Mr. Raines asked her about the subjects she had taken in school and about the type of position she was interested in.

Ann explained that she had thoroughly enjoyed her work the past two summers in the business office of a health clinic and had done well in her accounting and bookkeeping courses. She said that she was applying for the Bookkeeper II position the company had advertised.

Mr. Raines replied, "Well, Ann, your work in school and your experience look good; no one else has come in with as strong a background. But I'm not sure you would fit in our bookkeeping section. We have an opening for a Secretary II; it pays the same amount but it's in an office I think you would like much better. You know that part of making a good working situation is getting along with the other people in the office."

Ann said that she really wanted the bookkeeping job because she enjoyed the challenge of working with numbers. Mr. Raines replied that he was uneasy about placing her there. He said that he was concerned because all the employees in that section were men, and that he did not want any "unfortunate incidents." Then he suggested that Ann go home to think about the Secretary II position.

That night, Ann couldn't sleep. She really needed a job. There were only three weeks before she graduated, she knew her family was counting on her getting a paycheck, and River Plastics paid the best wages in town. She wanted to work there but felt that she would not be happy in a secretarial position. She decided that the next day she would talk with Mrs. Jamison, her homeroom teacher.

Questions for Discussion

1. If you were Mrs. Jamison, what would you say to Ann?

2. Were there any violations of the law during the interview? If so, what were they?

3. What are Ann's rights in this situation?

4. Are there any ways Ann can exercise her rights without jeopardizing her chance of getting the job?

5. What might Ann say to Mr. Raines to increase her chances of getting the Bookkeeper II position?

RESPONSES TO INTERVIEW AT RIVER PLASTICS

A good rule of thumb is that employers may ask only those questions that they cannot prove to be related to job requirements.

Marital status (symbolized by Mr., Miss, and Mrs.), number of dependents, and age (except for ages below 16 or above 70) should not be asked. Those questions represent a possible violation of Title VII and the Age Discrimination in Employment Act. Generally, it is best to leave those questions blank.

Ann applied in good faith for the Bookkeeper II position, met the qualifications, was the most qualified applicant for the job, and should therefore be offered the position. The feared behavior on the part of the men in that section is a problem for management to handle; it is not Ann's responsibility. To refuse to hire Ann for the bookkeeper position is sex discrimination and violates Title VII (a summary of Title VII follows). If Mr. Raines hired Ann and the men harrassed her or made sexual advances, that, too, would be considered a form of sex discrimination. River Plastics Corporation has the responsibility of making it clear to employees that such behavior is completely unacceptable, and rules to that effect should be enforced.

Ann has every right to point out these facts to Mr. Raines, and if she does not get the position or is offered only the Secretary II job, she can file a complaint with the Equal Employment Opportunity Commission. However, Ann really needs a job and it would be in her best interest to try to get the Bookkeeper II position without threatening to file a complaint.

You may want to ask the group to suggest some ways that Ann can convince Mr. Raines of her abilities and point up his responsibilities in a confident, assertive, yet nonthreatening manner.

SUMMARY OF TITLE VII*

Title VII of the Civil Rights Act of 1964 protects your employment rights.

Title VII makes it unlawful for an employer of 15 or more people to discriminate against any person with respect to hiring, pay, benefits, or terms or conditions of employment because of the person's race, color, religion, sex, or national origin. Title VII also makes it unlawful for an employment agency to fail to refer for employment any person because of race, color, religion, sex, or national origin. Labor organizations cannot discriminate against people applying for membership.

When an employer advertises for a job, it is unlawful for him or her to indicate any preference for or limitation on applicants because of race, color, religion, sex, or national origin. For example, newspaper advertisements that read "Women only" or "Job requires a strong man" would violate Title VII. Job application forms must be work related. Questions regarding a person's sex, color, race, religion, or national origin do not belong on an application form.

The Equal Employment Opportunity Commission (EEOC) was created by Congress to investigate complaints of employment discrimination covered by Title VII, to enforce compliance with the law, and to order violators to take affirmative action such as reinstatement or hiring of employees, sometimes with back pay.

Charges of discrimination must be filed with the EEOC within 180 days of the occurrence of the incident. For further information regarding Title VII or filing a complaint, write to:

Equal Employment Opportunity Commission
2401 E Street, N.W.
Washington, DC 20506

or contact the nearest EEOC office in your region.

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*Equal Employment Opportunity Commission, Pittsburgh District Office, Pittsburgh, Pennsylvania.

SESSION 3: A TOUR OF THE TWENTIETH CENTURY MAN AND WOMAN

Note: Session 3 can be presented in one of two ways, described on the following pages as Option 1 and Option 2. For both options, the purpose and objectives are the same; the description, materials needed, and instructions are different.

Option 1 has been presented successfully in several different regional settings. In each case, the participants were teachers who had volunteered to work with the project's activities. Hence, the participants were already interested in sex equity and were not threatened by the content of the "artifact cards" employed in Option 1. However, in the realization that you may be offering Session 3 to participants who are less receptive, perhaps in the setting of a mandatory inservice training program, we offer Option 2 as an alternative. If for any reason you think you might encounter negative attitudes, or even hostility, from participants (if, for example, some participants resent attending inservice sessions in general, or have strongly negative opinions about sex-equity issues), we recommend that you offer Option 2.

OPTION 1*

Purpose

To create in trainees an awareness of their own sex-role expectations and those of traditional society, the factors that have contributed to those sex-role expectations, and how traditional sex-role expectations are changing.

Description of Session

Using a show-and-tell format, you as trainer play the part of museum archaeologist in the thirtieth century (A.D. 2900) and lead trainees through a fantasy tour of "artifacts" from the twentieth century. Looking back on the year 1975, you try to decipher what civilization was like at that time, by examining various twentieth century objects typically associated with males and typically associated with females.

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*Option 1 is similar to Activity 20, "A Good Old-Fashioned Scavenger Hunt or, Symbols of Our Sex-Role Stereotyping," in Module 1.

Objectives

Upon completing the session, trainees should be able to:

- List the traditional sex-role expectations associated with each object in the exercise, and explain the rationale or thinking that has caused each of the objects to be sex-role stereotyped.
- Describe the ways in which the stereotypic sex-role expectations and behaviors associated with each object developmentally (intellectually and physically) prepare boys and girls for different life roles and career expectations.
- List or describe ways in which those stereotypic sex-role expectations can be harmful or limiting to the personal and vocational development of individuals.
- Suggest a method for correcting or changing the sex-role stereotypes identified with each object.

Materials Needed

Set of artifact cards (located in envelope in back of this handbook); set of props, for use as artifacts (to be gathered by the trainer; list of props follows); a long table on which to display props or cards or a combination of both.

Instructions

For this session, you will be asking the trainees to imagine that they are living in the year 2900, looking back on 1975 to try to understand twentieth century civilization. You, as trainer, will play the part of a museum archaeologist--the tour guide--and will hold up and explain a series of "artifacts" from the twentieth century. The artifacts you present will in fact be a carefully designed sequence of objects that progressively traces the developmental patterns of males and females--and the sex-role-stereotyped expectations that influence each--from birth through career choice.

Prior to the Session

Accompanying these instructions are written descriptions and illustrations of the artifacts you will be presenting, as well as a set of already reproduced artifact cards (housed in envelope at the back of this handbook). The descriptions and illustrations can be duplicated on card stock should the original set be lost or get dog-eared.

Please consider the illustrations as backup only, that is, as necessary substitutions for whichever props you are unable to obtain for the session. This is a highly visual activity, so the more props you can locate for physical demonstration, the greater the credibility of the session.

To gather props, follow the list of items on page 62 and make an effort to obtain as many of the items as you can--a real cigar, a real toy truck, a real baby doll, and so forth. Strive to rely on the illustrations only for objects that are difficult to locate or bring to the session (such as a toy baby carriage or portable TV or power drill). When you do need to use an illustration, rather than a prop, be prepared to tell trainees something like this:

> The next item we are going to examine is still in the process of being restored in our museum workshop and is therefore unavailable for viewing. So instead, I'm going to show you an artist's scale model rendering of that item.

But remember, by being able to hold up and demonstrate objects physically, you will be better able to guide the group's fantasy tour and maintain the integrity of the session.

Take out the artifact cards (from the envelope at the back of the handbook) and have the props assembled for the scheduled day of the session. Lay out the props on the display table, in the order of their appearance as indicated by the list on page 62. By presenting the objects in that sequence, you will help trainees understand the prevalence of sex-role stereotyping since, again, the artifacts progressively trace the developmental patterns of males and females.

During the Session

Set the stage for the presentation by telling the trainees that you would like them to participate in a fantasy. Tell them to imagine that they are living in the year 2900 and are preparing to take a museum tour, led by their guide (you), and that during the tour they will learn about life in the twentieth century by examining various objects that were typically associated with males and typically associated with females.

As you prepare to hold up each object or card, be serious and professional; get into the role of guide. While keeping the session serious, feel free to present the explanations in your own style (as if you really were a guide). This means that if you are someone who tends to throw in a humorous comment or to editorialize, you should embellish the explanations with your extemporaneity.

Now you are ready to begin the tour. Using the props and the cards, hold up each object in sequence, demonstrate its use to the group (if the object lends itself to demonstration), and read the explanation of each item from the corresponding text beginning on page 62. When you have finished the tour, return the group to the present. To do this, thank the trainees for their attention, tell them the tour is over, and state that you are now returning to the present.

Now, lead the group in a discussion about what they have just seen and heard. Focus on these questions: "How real or accurate is what you've just seen?"

"What do you think led our guide to make those generalizations?" "Which of the generalizations do you think are changing?"

The following questions are offered as further guides for discussion:

1. What was your overall reaction to the presentation?

2. Did any item(s) trigger an especially vivid reaction for you?

3. Do you think any of the explanations were overgeneralized? If so, which ones and why?

4. Do you have other suggestions for typical artifacts?

5. What are the connections between the birth and development artifacts and the occupational choices of males and females?

6. If you were conducting this tour using objects associated with men, women, and the world of work, what objects would you use as typically associated with males and typically associated with females (necktie, hard hat, typewriter, hairnet, etc.)?

7. What do you think would be typical student reactions to the activity and why?

8. Do you think your students may have the kinds of sex-role-stereotypic expectations discussed in this activity?

Finally, bring closure to the activity by asking the trainees to comment on the value of the activity and to suggest ways in which the activity could be applied with students in a classroom setting (in response to question 8).

OPTION 2

(For purpose and objectives, see Option 1, pages 57 and 58.)

Description of Session

Trainees are shown illustrations of common objects and are asked to identify, from three points of view, whether those objects are associated with males, with females, or with both sexes.

Materials Needed

Set of artifact card illustrations (located in envelope in the back of this handbook); copies of "Response Sheet" (sheet follows): pencils or pens.

Instructions

1. Use the artifact cards for Option 1. For Option 2, you will use the same artifact cards but you will need only to hold up each of them, one at a time, for trainees to see.

2. Distribute copies of the "Response Sheet" to trainees, and ask them to fold the sheet in thirds so that only one set of responses shows at any one time.

3. Next, tell the trainees that you are going to show them a series of 15 pictures of common objects, and that as you hold up each picture, they are to check the appropriate column according to whether they usually associate the object with males, with females, or with both sexes. Tell them to be honest in their responses--not to give you the answer they think would be correct in an inservice session, but to put down what they really think.

4. In silence, hold up each illustration, one at a time. Do not make any comments as you hold up the cards. However, do be sure that you are physically situated in such a way so that everyone in the room can see the illustrations.

5. As soon as you have shown the last illustration, ask the trainees to open their "Response Sheet" to the next fold. Repeat the exercise, but this time when you show the objects, ask trainees to respond as they think their grandparents would have responded. Ask the men to respond as they think their grandfathers would have responded, and the women to respond as they think their grandmothers would have responded. Again, do not make any comments while you are holding up the illustrations.

6. When you have finished, ask trainees to open their "Response Sheet" to the third fold. Repeat the exercise one more time, this time asking trainees to respond as they think their students would respond.

7. When you have finished the third round, begin a discussion of the activity by asking trainees how they themselves responded to each item. Encourage open discussion and sharing of the reasons they responded as they did. When you have discussed each item, ask them if any of their responses were different when they answered as their grandparents and as their students. Ask them to be specific as to which responses changed or remained the same, and why.

(Note: Doing the activity this way will still help make the point that attitudes are changing, but Option 2 may do so in a less threatening way than Option 1.)

LIST OF PROP CARDS FOR OPTION 1

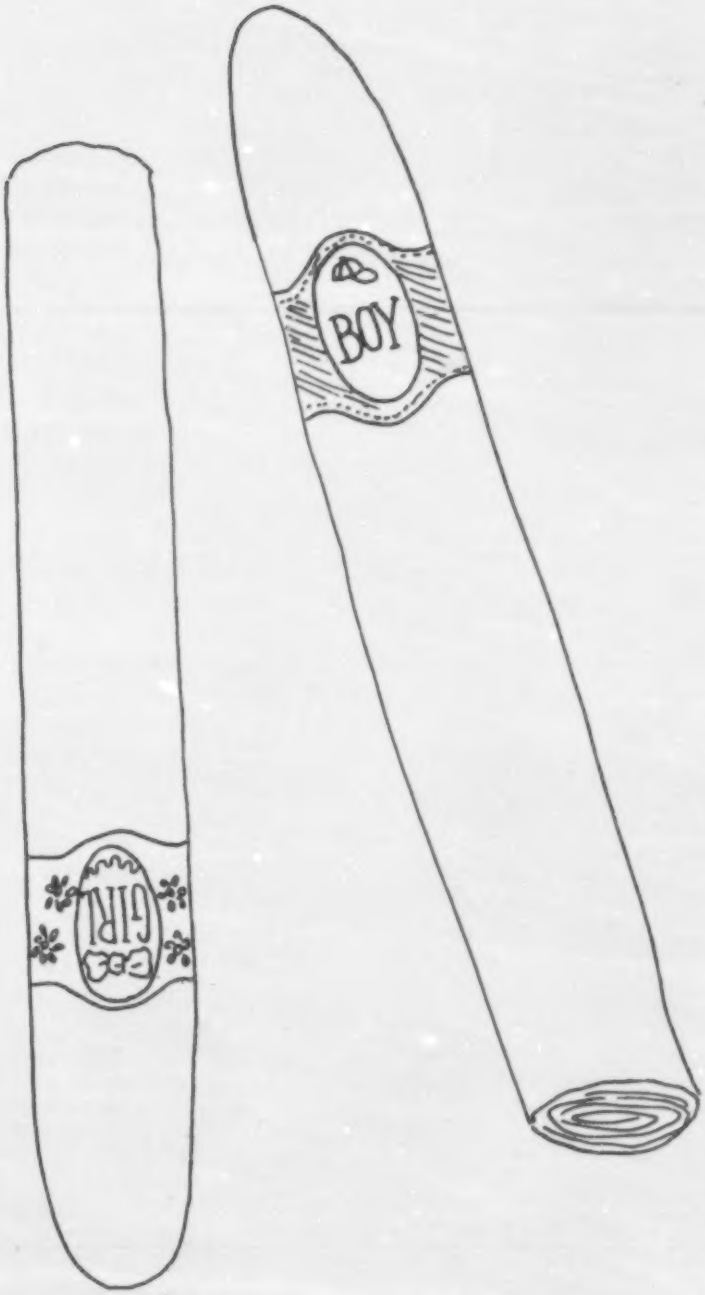
1. Cigars with "Boy" and "Girl" birth bands
2. Little girl's baby doll
3. Little boy's doll (Kevin, the Boy Wonder)
4. Boy's cowboy hat, toy gun, and spur
5. Girl's doll baby buggy
6. Little girl's tea party set
7. Girl dressing up like mother
8. Boy's toy truck and car
9. Boy's toy soldier and tank
10. Wedding rings (male and female)
11. Television set, beer can, and football
12. Garbage can, mop, pail, and broom
13. Tools (power drill, hammer, and screwdriver)
14. Necktie
15. Paycheck

ITEM #1: CIGARS WITH "BOY" AND "GIRL" BIRTH BANDS

People in the twentieth century seemed to be concerned with sex differentiation at birth. As soon as a baby arrived, it was assigned a color; blue was associated with males and baby boys were usually wrapped in blue blankets, whereas the color for females was pink. We are unsure as to whether or not blue was a more highly valued color than pink, but we do know that to twentieth century humans, it was very important to categorize babies by sex immediately following birth--probably to begin preparing them for their different life roles. One serendipitous benefit of separating the babies by pink and blue was that it helped adults immediately determine the sex of bald babies.

There was also another curious custom that went with the birth of the twentieth century baby, and it was a rite performed by the father. Upon the birth of the child, the father handed out cigars to all of his male friends, and the cigars had labels declaring "It's a Boy!" or "It's a Girl!" We are unsure what benefit, other than birthing, the mother derived from this activity, but the adult males seemed to enjoy their cigars enormously.

ITEM #1



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ITEM #2: LITTLE GIRL'S BABY DOLL

This toy was played with mostly by females. It was usually one of the first toys given to the female child, and her playing with it was seen as meaningful, in that it helped her prepare for her own motherhood. The varieties that this toy came in are amazing--cloth, plastic, or glass, and capable of crying, talking, walking, and even messing its diapers.

The male child was expected to avoid this babylike toy, since it was thought to represent a weakness in his character if he held it, cuddled it, or otherwise assumed some form of nurturing.

ITEM #2

71

ITEM #3: LITTLE BOY'S DOLL (KEVIN, THE BOY WONDER)

In contrast to the types of dolls deemed appropriate for twentieth century female children, male children of the time were allowed to play with a different type of doll. Their dolls usually looked like male adults and embodied definite characteristics of strength and aggression. Dolls for boys usually took the form of soldiers, cowboys, or fantasy characters from television programs, with bionic attributes and "superpower."

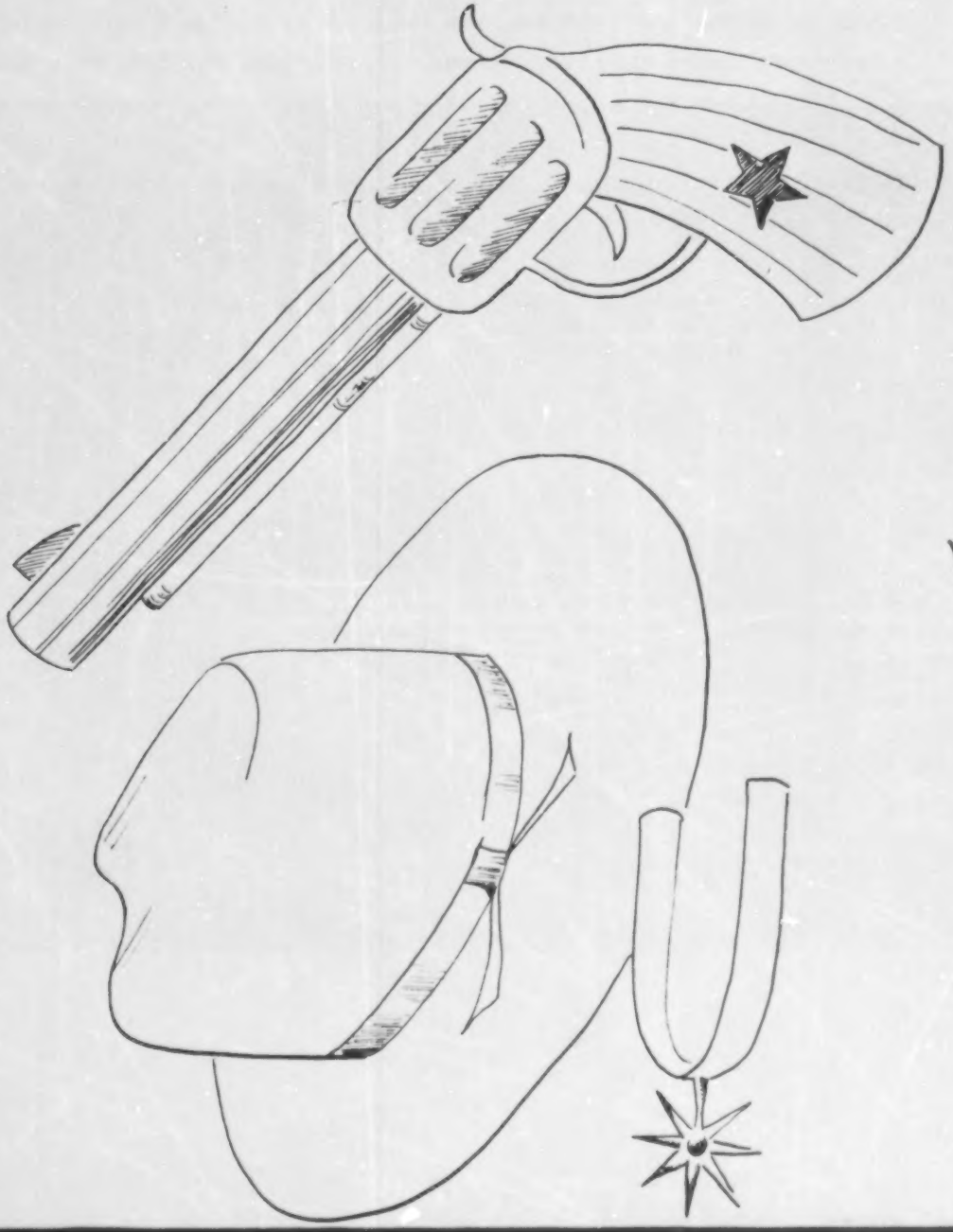
ITEM #3

73

ITEM #4: BOY'S COWBOY HAT, TOY GUN, AND SPUR

We found the cowboy hat, toy gun, and spur one of the more interesting sets of playthings to research. The cowboy hat, toy gun, and spur were used by male children to recreate fantasies of the "Wild West" (a developmental period in United States history that occurred from the midnineteenth to the early twentieth century). The male children dressed up as cowboys and used their toy guns to pretend to shoot other cowboys (referred to as bad guys) and Native Americans (referred to as Indians, probably to camouflage the fact that Native Americans were the first residents of the North American continent and were forcibly evicted from their land). Their games took on a host of meanings, too numerous to list here. But one thing was evident: these toys had a prominent role in molding the young male's aggressive behavior and warring nature.

ITEM #4

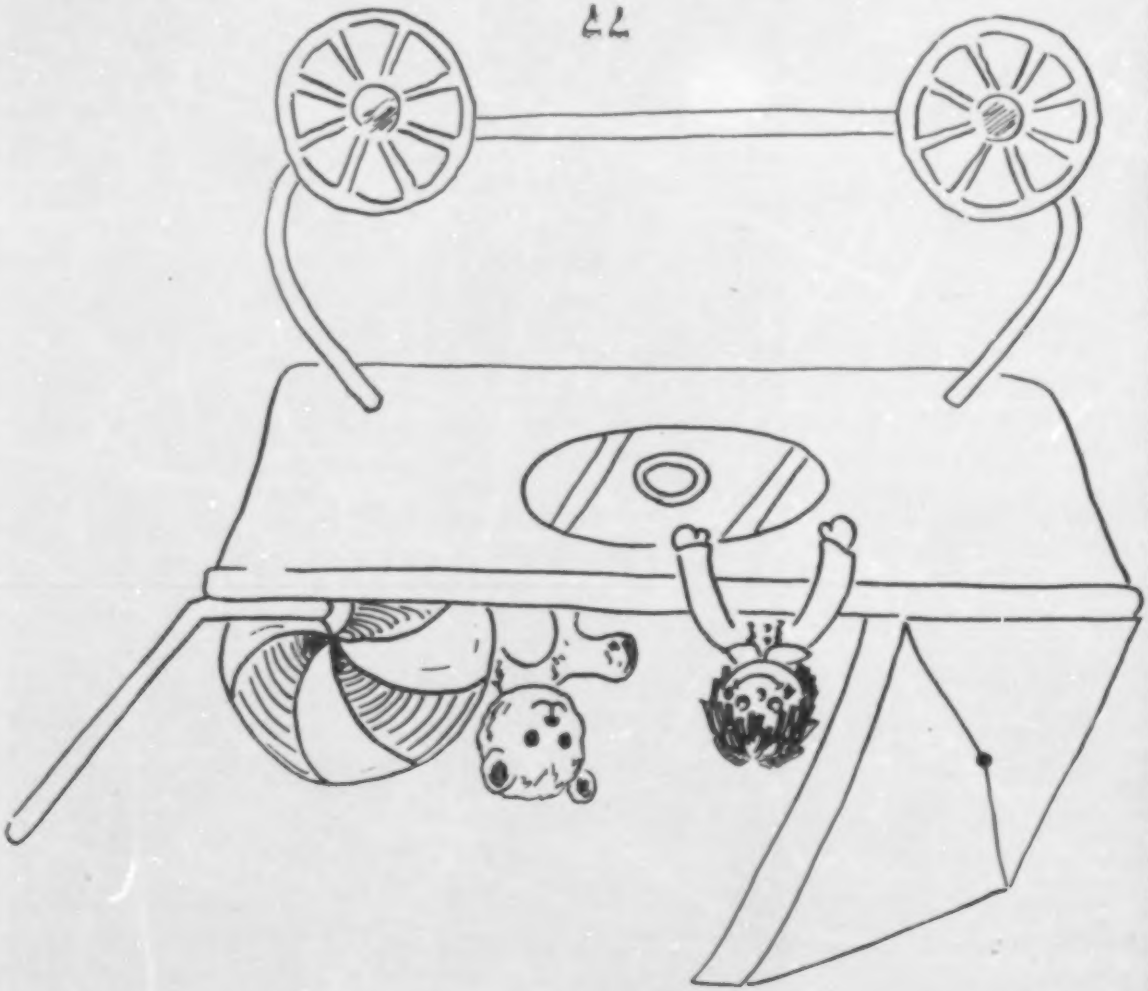


75

ITEM #5: GIRL'S DOLL BABY BUGGY

In contrast to the more violent games of male children, the games of female children in the twentieth century centered on the home and domesticity. The toy baby carriage was used to hold dolls, as the female child emulated her mother by pretending that she was taking her baby for a walk. Again, this domestic play of the female child imitating the role modeling of her mother helped prepare the female child for her future role as mother.

ITEM #5



ITEM #6: LITTLE GIRL'S TEA PARTY SET

Taking care of children was just one aspect of the female child's preparation, through play acting, for adulthood. Since food preparation was one of the major female tasks of the twentieth century, the female children were prepared for that task by being encouraged to watch and help their mothers in the kitchen. In the early stages of this role, the young female children held "play" tea parties. At times, an adult or other children were invited to this event; at other times, the female children simply placed their dolls around the table and pretended that the dolls were real people attending the tea party.

ITEM #6

ITEM #7: GIRL DRESSING UP LIKE MOTHER

Playing a game called Dress-Up was very popular among female children in the twentieth century. Occasionally, male children participated as well by wearing some of their fathers' garments, but the game was played mainly by females. In the game of Dress-Up, the female children donned the garments of adult females and pretended to be grown-up. Roles for the game included pretending they were mothers, movie stars, or queens; the latter two roles represented the early fantasy stage of these females' career development pattern.

ITEM #7

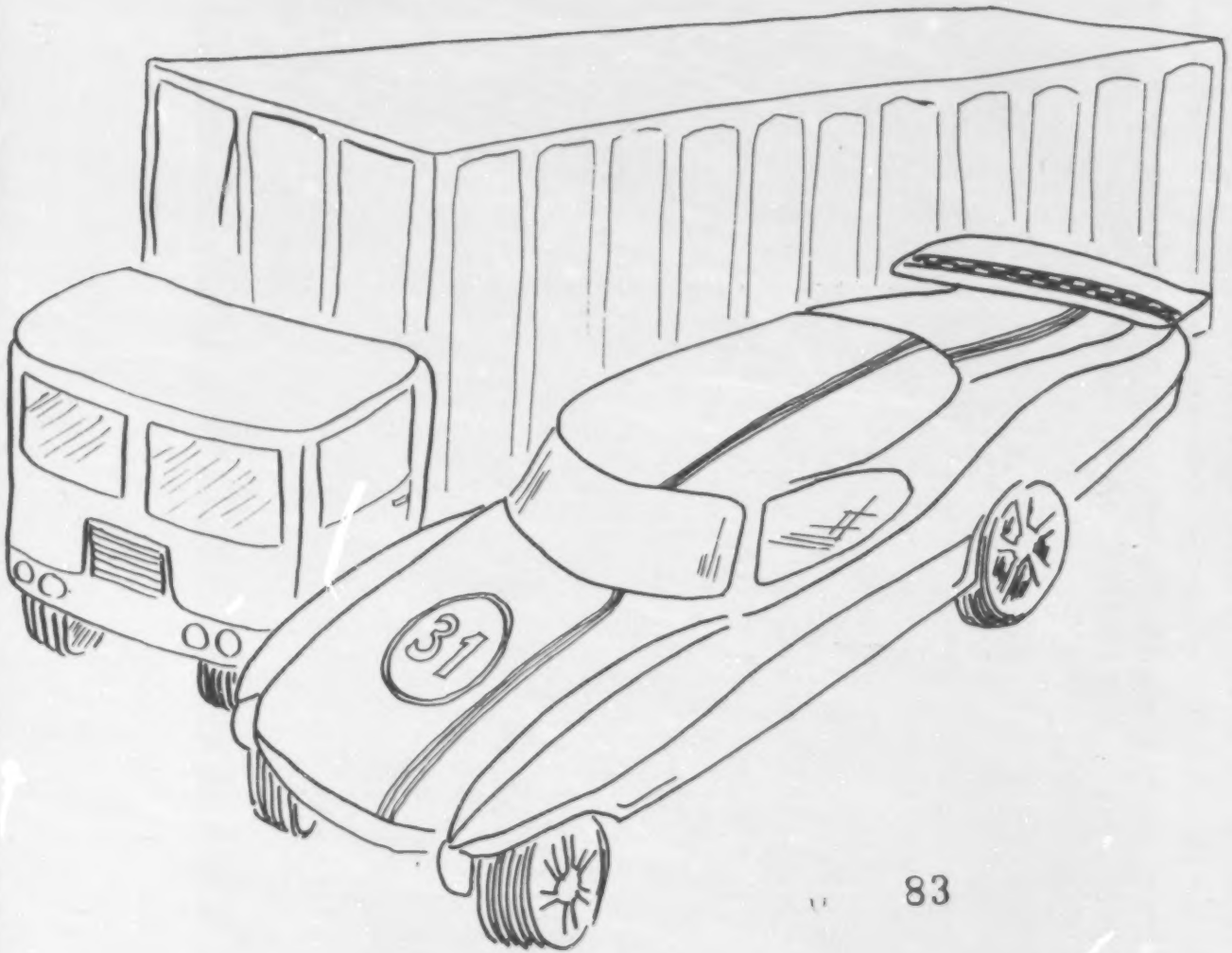
81

ITEM #8: BOY'S TOY TRUCK AND CAR

Toy trucks and cars were among the favorite toys of male children in the twentieth century. Like the other male toys, the cars and trucks seemed to embody characteristics desired in males--power, strength, and aggression. (We wish we had the space here to show you full-size replicas of the various shapes the twentieth century automobile took, but since that's not feasible, we do invite you to tour the museum annex after this presentation, so that you can view an outstanding collection of twentieth century automobiles.)

As the male child moved into late adolescence, he no longer played with replicas of cars and trucks. Instead, upon obtaining his driver's license, he was able to operate the vehicles themselves. Since many males felt that personal judgments were made about them on the basis of the type of automobile they drove, the size of a car and its engine, the make and model of the vehicle, and the interior design were all carefully selected to reflect or demonstrate the type of behavior the male wished to project.

The choice of vehicle not only was linked to the age or maturity of the male, but also played an important part in the rite of courtship, since the male also used the automobile for courting the female. The adolescent male usually chose a large, brightly colored car, with a powerful engine and "mag wheels" (wide tires), whereas the male in his twenties and thirties most likely chose a "sporty" car (a convertible, if possible), and the older, successful male selected a more sedate but prestigious car, to designate his attainment of higher class and status.

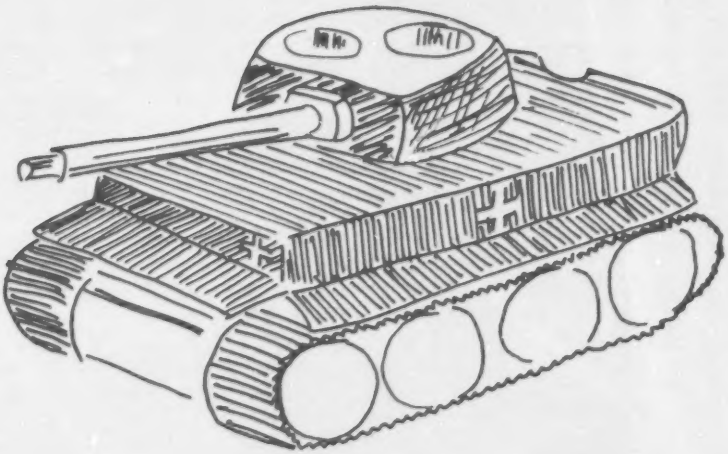


ITEM #8

ITEM #9: BOY'S TOY SOLDIER AND TANK

This toy soldier is a replica of real-life soldiers in many of the wars males participated in during the twentieth century. The toy tank is also similar to the real tank, which was a land vehicle that carried soldiers to battle; the tank was itself an instrument of aggression, capable of destroying buildings and people. Both soldier and tank were often used as toys by young males, to prepare them for the possibility of soldiering when they reached adulthood.

Warring was an interesting phenomenon of the twentieth century. Although there was much talk of peace, war was prevalent indeed. We think that this need to war is one of the most interesting characteristics of the twentieth century male, and we suggest you spend some time in our archives viewing war films, particularly those starring an actor named John Wayne.



ITEM #9

ITEM #10: WEDDING RINGS (MALE AND FEMALE)

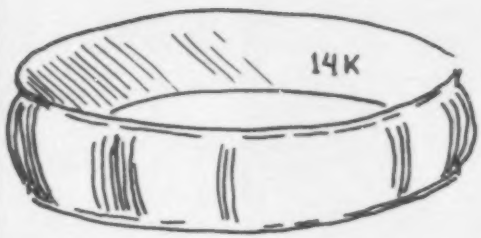
Wedding rings were worn by people in the twentieth century to signify their union in matrimony, or marriage. Marriage in the twentieth century was a legal institution and union between two people that signified the beginning of and readiness for family. Therefore, marriage was seen as the ideal toward which everyone should strive.

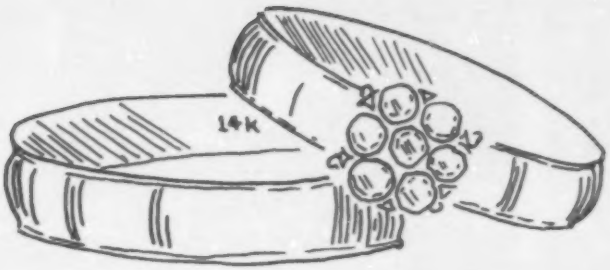
Prior to the marriage ceremony--perhaps many months in advance--the male presented the female with a finger ring, on which was mounted a precious stone (usually a diamond), and announced that they were "engaged." The ring signaled to others, especially other males, that the female was to be "taken" in marriage by the male at some time in the near future.

During the marriage ceremony, either the male and female exchanged rings or the male presented the female with a ring. These "wedding rings" were silver or gold. The male's wedding ring was usually a plain band, and the female's was a more elaborate version, consisting of both a wedding band and the diamond engagement ring.

The rings signified union and fidelity to both marriage partners. To the male, the wedding ring signified his role of father and provider for the family. To the female, it signified her role as mother and wife. Though the female was expected to wear her set of rings at all times, as a signal to all males that she was married and therefore "taken," the male marriage partner considered the wearing of the wedding ring optional, and often chose not to wear the ring (if he had one at all).

Toward the end of the twentieth century, a trend toward single living arose, and more and more males and females began cohabiting outside the legal marital bonds. This trend toward single living was viewed by many as the beginning of a moral decline, and our records show that the trend did produce havoc within the legal system, as more and more females began insisting on their rights to personal financial credit and legal ownership of personal property.





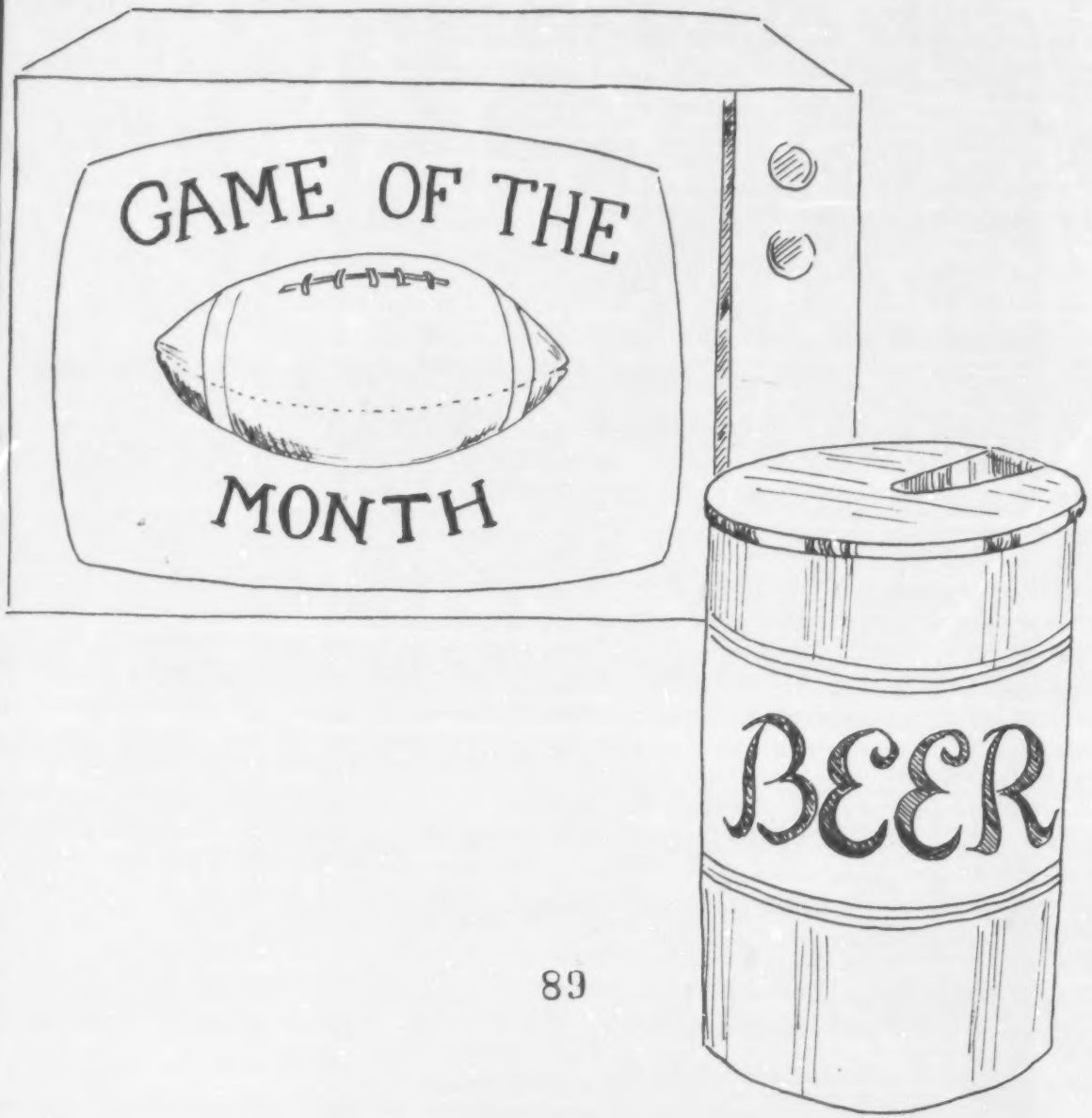
ITEM #10

ITEM #11: TELEVISION SET, BEER CAN, AND FOOTBALL

Television was instrumental in modeling both male and female behaviors in the twentieth century. Expected sex-role behaviors were reflected in both programs and commercials. During the day, programming was directed mainly toward young children and female homemakers, and early evening programming was family-focused. Late evening features were directed toward adults only, and many of these were billed as "action shows" dominated by sex and violence. Role models portrayed in late-night shows probably appealed to adults who needed to live out frustrated fantasies vicariously.

Television commercials were a powerful force in selling. Commercials portrayed males and females in traditional roles to sell products. For example, soaps, cleansers, baby items, and food were advertised during the day to affect the homemaker's buying by stressing the value of a clean home and a cared-for family. Evening TV commercials featured male-oriented products, such as beer. In the beer commercials, men were portrayed in action-oriented, rugged "spots" that ended in the male actors' quaffing beer. Beer commercials were very frequent on weekend television as sports shows, which had special appeal to males, were aired.

Most popular of the sports shows was football, a game which reflected many of the aspects of war. Perhaps the game sublimated the highly aggressive nature of the twentieth century male. In football, men lined up against each other, on two "sides." One side took the ball and tried to reach the other side's goal line with it--the players pitting brute strength against one another. Archives of videotapes show men looking like Roman gladiators in protective costume. Football programming also served as a male social activity. Often a group of males gathered at someone's home or in a neighborhood bar to watch a game on TV and to consume cases of beer. Consuming beer was regarded as an index of masculinity. The value of beer to males gave rise to a hobby of collecting empty beer cans. Young males, especially, enjoyed this hobby, and their parents usually encouraged collecting.

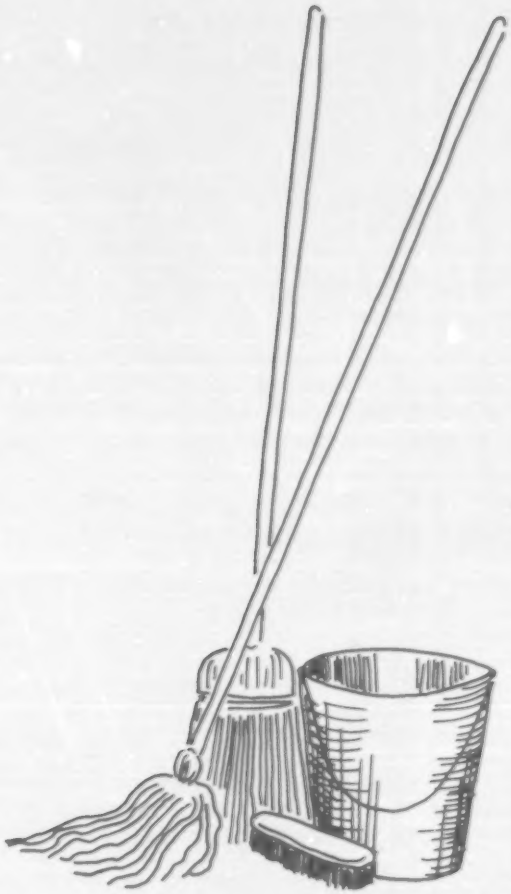


ITEM #11

ITEM #12: GARBAGE CAN, MOP, PAIL, AND BROOM

These objects represent the traditional division of labor that occurred in twentieth century households. There was a curious division of tasks, which seemed to be a division between spouses on the basis of sex and physical surroundings. The male was usually responsible for all tasks outside or surrounding the house--such as washing the family car, mowing the lawn, trimming the hedge, and putting out the garbage. The female was responsible for all the tasks inside the house--such as child care, cooking, and cleaning.

Although the female tasks were carried out on a daily basis, the male chores were usually performed irregularly, on a weekend or semimonthly or on an as-needed basis. It is curious that our records show that this division of labor, especially for the male's tasks, was often expected to continue when both partners in the marriage worked outside the home. For some reason, people seemed to find it acceptable for a female to help wash the car or mow the lawn, but for a male to assist with housework was usually seen as demeaning.



ITEM #12

ITEM #13: TOOLS (POWER DRILL, HAMMER, AND SCREWDRIVER)

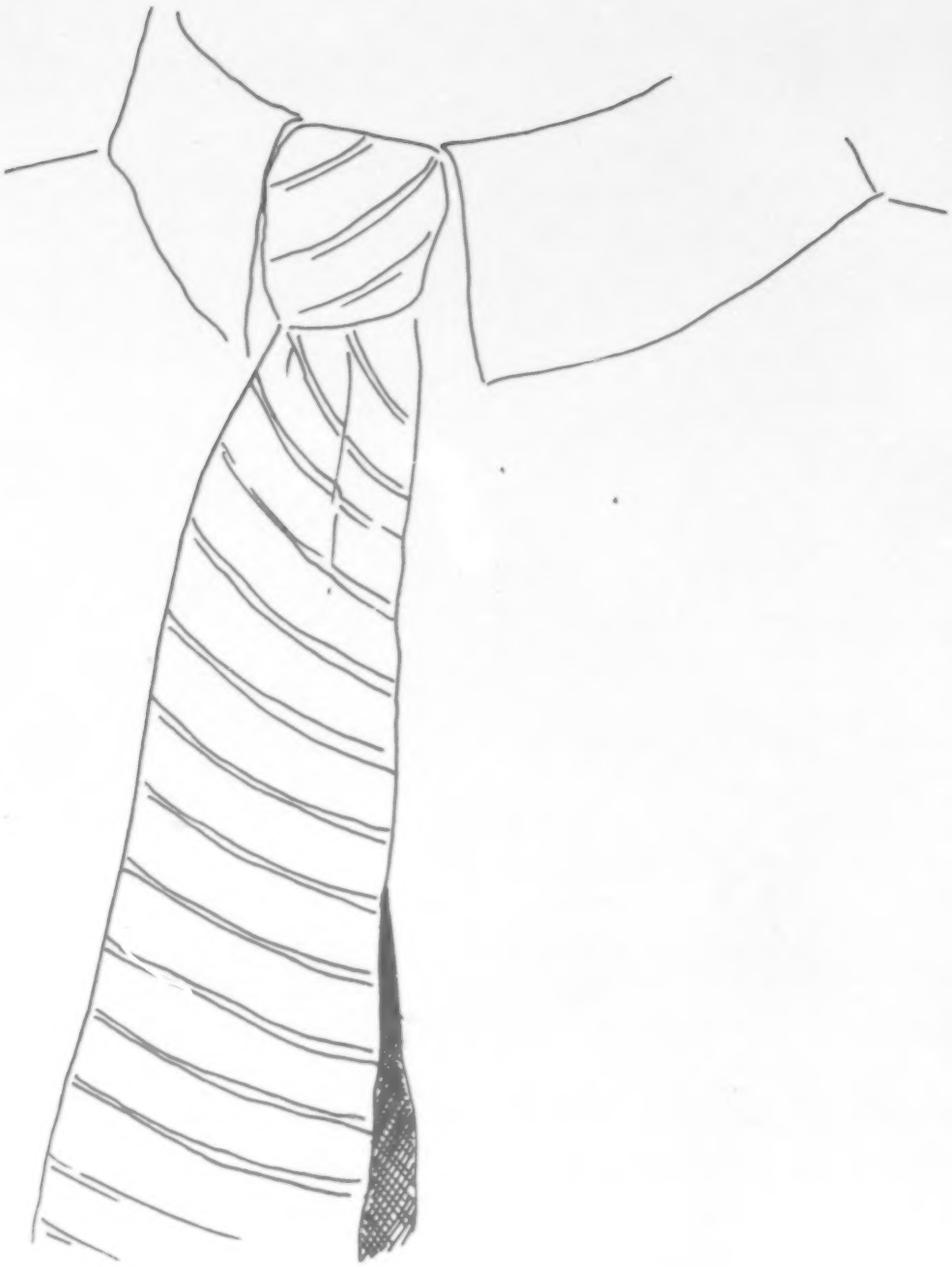
Tools were an interesting aspect of marital life in the twentieth century. The male was expected to understand and apply tools to all manner of mechanical problems--fixing the family car, wiring an electrical circuit, building bookcases and cabinets, repairing major appliances, etc. The accepted belief was that the male was to be very adept with tools and that the female was to be ignorant of tools (although our studies do show that often the female learned to use a hammer to drive a nail into a wall and hang a picture) and therefore reliant on the male. Our studies indicate that if a male did not understand all aspects of tool usage, his masculinity somehow came into question. On the other hand, if a female did acquire a knowledge of tool usage and operation, both males and females apparently viewed her with a combination of amazement and awe.

ITEM #13

ITEM #14: NECKTIE

This decorative piece of apparel was worn by twentieth century males as a clothing accessory. Our ancestors definitely liked the necktie; it came in many colors and sizes. (Some of us here at the museum even tried it on and wore it for a while, but we found it got in our way and was very constraining around the neck.) Although we are uncertain of the necktie's significance, we do know that it was a highly valued male item, because near the end of the twentieth century, when women began to enter the professional work force in large numbers, many of the females took to wearing scaled-down versions of the necktie in order to emulate their male colleagues.

ITEM #14



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ITEM #15: PAYCHECK

This piece of paper signified financial payment for labor and was the major focal point of working males and females. The cash value of the paycheck usually determined their economic and social status: the larger the amount, the higher their status.

In the early part of the twentieth century, only men (with the exception of widows and young, single females) worked outside the home and therefore bore the burden and responsibility of financially supporting the family. This financial support earned the male the title of Head of Household, and with it came the right to "rule the roost" as though sovereign.

Toward the end of the twentieth century, many females who were widowed, divorced, or chose to remain single, as well as married females who chose to work outside the home, began to take home paychecks in significant amounts. The unattached females were also referred to as heads of households (although for them, the phrase was usually Female Head of Household). But married women who worked found themselves in legal and social quandaries over the terminology applied to them. Usually their husbands wanted to be referred to as the head of household (a throwback to the early twentieth century), regardless of who brought home the larger paycheck.

In any case, we note that there were a great many physical and mental illnesses associated with the paycheck--stress, fatigue, and depression, to mention just a few. Through 1960, men appear to have had a higher rate of stress-related diseases (heart attack, stroke, nervous collapse) than women did. However, when women entered the work force in large numbers, their illness statistics soon caught up with those of males. It is amazing to us that such a high rate of job-related illness continued for the length of time it did.

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ITEM #15

CONCLUSION OF THE TOUR

The research team found the twentieth century male and female complex. Their growing process was a complicated series of images and symbols and of reinforcement of those images and symbols. Our ancestors were able to make fantastic scientific advances; to build huge structures; to produce food in extremely large quantities; to work in the depths of jungles helping people; and to produce some of the most sensitive music, literature, and poetry we have experienced. Yet there apparently existed a love of war, and of violent sports, and a dislike of failure (although twentieth century humans failed often, they disliked openly admitting their mistakes). Our ancestors seem often to have disliked their careers, but they continued to endure such diseases as ulcers, heart attacks, and hypertension.

We think you will find the archives on the twentieth century male and female stimulating and thought provoking, and urge you to take the time to visit them.

RESPONSE SHEET

The drawings will be shown a second and third time with new instructions. Fold this sheet so that you can respond each time without seeing the previous set of responses marked.

	Usually Male	Usually Female	Both Sexes
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2.			
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	Usually Male	Usually Female	Both Sexes
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	Usually Male	Usually Female	Both Sexes
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SESSION 4: AN EVENING WITH JOHNNY SUCCESS

Purpose

To expose trainees to nontraditional roles through participation in a role-play situation.

Description of Session

Taking the parts of characters on a talk show, the trainees participate in a role-play situation in which they experience nontraditional roles.

Objectives

Upon completion of this session, trainees should be able to:

- Define and describe their reactions and feelings toward playing the part to which they were assigned.
- Define and describe what they (as individuals) thought were the objectives of the session.
- List and describe those traditional roles which they believe men have been reared to fulfill and the ways in which those roles are now changing (that is, are being fulfilled by either sex).

Materials Needed

Copies of "Role Play: An Evening with Johnny Success" (outline of role play follows); set of "Role Description" sheets (materials follow); place cards to identify players (see instructions below).

Instructions

For this session, you will be conducting a simulation exercise in which people will play various roles designed to bring out feelings about the changing roles of women and men, but centering on the changing roles of men.

This activity is fun to do. It puts individuals in nontraditional role situations and asks them to act out a part about which they may or may not have positive feelings. The point of the activity is not so much to act out the role play as to discuss with the players their feelings about playing the parts they were assigned. Therefore, after handing out the instructions and conducting the role play, you will want to focus on group discussion (suggestions for which are enumerated below).

The exercise is designed for 13 players. However, you can use it with any number of players by simply doubling the parts or leaving some parts out. For example, you could have two local politicians, or two activists in the women's movement. But don't create two roles for the parts of the househusband, the liberal male, Johnny Success, or the housewife. Those parts are such that they should each be played by only one person in the group. Ideally, the group should never be larger than 15 players. If you have 20 participants, for example, you might want to form two groups of 10 players each. If you reduce the number of parts, we suggest that you leave out the local politician, one of the athletes, and the businessman. If you need to reduce parts further, you might want to reconsider and conduct this activity some other time. (As a variation, you could have some members of the group observe the role play as audience members and then respond to the exercise.)

When you assign the parts, you must be especially careful. Know your audience. Attempt to assign roles that will "force" individuals to act out emotions different from those which would stem from their own convictions. However, make sure that you do not unduly threaten individuals or make them play roles that you don't believe they can handle (such individuals are best assigned to an audience). Also, make sure that you choose a pivotal individual for the part of Johnny Success. This person will make or break the activity. If you do not feel that any participant can handle that role, play it yourself.

Before the session begins, prepare a set of place cards to designate each role. Give a place card to the appropriate participant so that everyone can easily identify the various players.

To open the session, distribute copies of "Role Play: An Evening with Johnny Success," which sets the scene for the role-play situation. Tell trainees they will be participating in the talk show discussion described in the handout and will be assigned one of the parts.

Then pass out the role descriptions, assigning parts and players as you deem appropriate (as an option, you might want to assign male roles to females, and female roles to males). Tell the players to imagine themselves in the role of the character they've been assigned, and to try to play the part to the best of their ability. Caution them against discussing their part with the other participants, and give the players about five minutes to read their role description and consider their character's part.

Assign a time (25-45 minutes) for completing the role play. Let the players know that the character Johnny Success will be keeping the discussion moving, and that they are not to dominate the discussion. Your role as trainer will be to provide guidance as needed (and you may want to take the part of Johnny Success, if you feel the part can't be handled successfully by one of the trainees).

Then begin the role play, leading off with the introductions from Johnny Success, as instructed on the handout.

When you have finished the role play, use the following suggestions for questions for group discussion to bring closure to the session.

1. What did you think about the overall role play?

2. What did you think about the part you were assigned? Did you have any problems attempting to play that part? If so, what were they?

3. Do you think any of the characters were "out of place?" If so, which characters, and why?

4. Did you think any of the characters were not believable? If so, which characters, and why?

5. How representative of current life styles and values do you think this role play was?

6. What do you think you have learned about the changing roles of men or women, or both, from this activity?

ROLE PLAY: AN EVENING WITH JOHNNY SUCCESS

(Directions for Talk Show Host--Introductions)

Setting: A talk show. You, Johnny Success, the talk show host, have invited a number of guests to discuss the topic "The Changing Roles of Men." Below are guidelines for introducing your guests, including your notes about why each was asked to participate in the discussion.

Introductions by Johnny Success (Talk Show Host and Moderator--Male or Female)

You may introduce these people in whatever order you like. Everyone has a place card in front of her or him.

Housewife

She's active in civic affairs and you have worked on charity projects with her. She has three boys, all in high school, and a husband who is vice-president of his company.

Political Organizer and Activist in the Women's Movement (Female)

She's active in the women's liberation movememt and has helped get laws passed in the state to benefit women economically. She has two children, one boy and one girl. Her husband is an engineer.

Liberal Male

He has given numerous talks on men and masculinity. He's planning to write a book on the subject.

Teacher (Female or Male)

She or he is an old friend of yours. You invited this person because you think teachers have a lot to do with the way children grow up.

Middle-Aged Househusband

He's a novelist and has written a novel about his experiences as a house-husband. He left a $50,000-a-year job to be what he wanted to be, which is a househusband.

Political Organizer and Activist against the Women's Movement (Female)

She's spearheading the efforts of a women's group to maintain the traditional values of the family and male-female relationships. She's married and has two children. Her husband is a lawyer.

Local Politician (Male or Female)

He or she is a good friend of yours. Point up his or her strong support of sexual equality in legislative matters.

Male Athlete

He is a professional athlete. You invited him because you feel athletics play a big part in people's lives. He has been selected most valuable player on several occasions.

Female Athlete

She, too, is a professional athlete, invited also because of your feeling that athletics play a big part in people's lives. She, too, is an award-winning athlete. She is single.

Businesswoman

She's in charge of her company's largest division. She has been with the company for ten years and is single. (Point that out.)

Businessman

He owns his own department store. You asked him to come because you two belong to the same health club. He's expressed an interest in the discussion topic.

Traditional Male

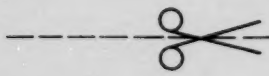
He has been brought up to believe that men should be the family providers and women should be the family supporters. He thinks women who want to move out of this role are "sick" and "maladjusted." He has always liked his life "the way things are."

(Note: As you introduce the guests, be sure to give the marital status, number of children, and occupation of spouse for all female guests in the group. Don't give the same information for the male guests.)

Role Description:

Johnny Success (Talk Show Host and Moderator--Male or Female

You are Johnny Success. You have made millions hosting America's favorite talk show. Your character resembles that of Dinah Shore, Johnny Carson, or some other talk show host. It is your role to keep the show moving and to see that everyone gets a chance to comment on the topic. You make a strong effort to be fair and to keep your personal opinions to yourself. However, when you do make comments, you occasionally make them in such a way as to discount a woman's opinion. You start the discussion, but first introduce everyone, giving some background on each guest. Keep it short, and note how you introduce males versus females (see the last sentence on the handout "Role Play: An Evening with Johnny Success").



Role Description:

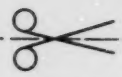
Housewife

You've been a housewife all your life. You've raised three boys, so you consider yourself an authority on raising boys. You are part of the discussion tonight because you're active in civic groups and have expressed your belief that mothers should stay home and raise the kids. You think that men should be the breadwinners but that women should control the household budget. You have always pushed your husband in his career and feel his success is your doing.

Role Description:

Political Organizer and Activist in the Women's Movement (Female)

You are active in the women's liberation movement. You definitely feel men are pressured into being macho by the way they are brought up by their parents and the educational institutions in this country. You are firm in your belief and state it carefully, without a high degree of emotion. You tend to feel sympathy for the housewife guest, even though you don't "buy" anything she says. You are presently raising two children--a boy and a girl--and working. You feel that all housework should be shared and that men aren't involved enough in their own homes. Point out as soon as you can that Johnny Success didn't give the marital status of the male guests or the jobs of their mates as part of the introductions. Insist on having the men give their marital status and state the jobs of their mates.



Role Description:

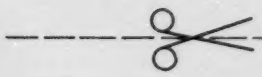
Liberal Male

You are outspoken about men and feel they are changing. You often get emotional and tend to make statements that aren's always rational. At one time you stayed home with the children while your mate worked. You liked that experience but felt guilty about not contributing to the income. You like to think you have the answers to problems and tend <u>not</u> to listen carefully to women in conversations with them. You like to dominate discussions.

Role Description:

Teacher (Female or Male)

You came reluctantly to the talk show. You were invited because Johnny Success feels that a teacher has a strong influence on child rearing. You've been exposed to ideas about sex-role stereotyping, through school workshops and curriculum materials. You are still a little uncertain about how boys and girls should be treated. They aren't the same, you feel, and perhaps they should be treated differently. You think boys should be pushed to be successful.



Role Description:

Middle-Aged Househusband

Although you align yourself with no particular group, you have written a novel about how you decided to leave your $50,000-a-year job to do what you wanted, which was to become a househusband. Although the novel that you wrote in the process hasn't sold well, it has caught the interest of the talk show's producers. Your wife is a business executive and she is doing well. You are confident about your decision to become a househusband and feel that men are as capable as women at homemaking. You have four children.

Role Description:

Political Organizer and Activist against the Women's Movement (Female)

You are spearheading the efforts of a women's group that feels that people like feminists are undermining the traditional values of society. Men are the breadwinners, you feel, and should be the decision makers in society. You like strong men and deplore men who show weakness. You are particularly repulsed by the guest who is a middle-aged man who left his career to be a househusband. You aren't a highly emotional person; you are very articulate and in every respect "a lady."

Role Description:

Local Politician (Male or Female)

You got invited to the discussion because you and Johnny Success are friends, and Johnny wants to see you get reelected. You aren't too knowledgeable about the discussion topic tonight, but you make your goal to "ride the middle." You are a driven person and think success is the American way.

Role Description:

Male Athlete

You have been highly successful as a professional athlete. You look on success as highly important to men and think that men enjoy being successful. You feel success is a means of self-satisfaction and acceptance. You see sports as a way for men to express their identity and companionship with other men. You tend to disagree with both guests who are political organizers. You're single.

Role Description:

Female Athlete

You have been highly successful as a professional athlete. You feel strongly that females should have as much opportunity as men to compete and participate in athletics. You're glad Title IX came along, and you support the efforts to equalize funding of sports programs. For the most part, you support the guest who represents the women's movement. You're single.

Role Description:

Traditional Male

You represent all the traditional feelings of men. You basically feel that girls should grow up to be mothers and support the efforts of their husbands in their breadwinning endeavors. Although you don't want your wife to work, the economy is forcing that change to occur in your life, and it's threatening your role in the home. You don't like housework and your wife has hinted that if she starts working, you will have to help her with the housework.

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PART III: REFERENCE SECTION

ANNOTATED BIBLIOGRAPHY

Part III of the handbook provides the following extensive bibliography, which includes selected books, journal articles, literature reviews, handbooks, films, games, and other publications of use and interest to the teacher or counselor. These materials are recommended for further reading and exploration of educational equity in order for the teacher or counselor to become more effective in delivering sex-fair career education and teaching to all students. This bibliography should be supplemented by the user from time to time with selections from the growing output of studies published. Check with your school or local librarian for special indexes that reference the subjects.

BOOKS

Carney, Clarke G., and McMahon, Sarah Lynne, eds. Exploring Contemporary Male/Female Roles: A Facilitator's Guide. La Jolla, Calif.: University Associates, 1977.

This book is intended as a resource for facilitators working with any group of individuals who may wish to clarify their sex-role identities and/or who are struggling with other people's sex-role expectations of them. It is also useful for dealing with conflicting sex-role attitudes that arise in any type of group.

Farrell, Warren. The Liberated Man. New York: Bantam Books, 1974.

This book explores the male's quest for wholeness. It is concerned with the liberation of the male so that he will have the potential for complete personal development.

Fuller, Jack W., and Whealon, Terry O., eds. Career Education: A Lifelong Process. Chicago: Nelson-Hall, 1979.

This is a selection of writings covering a wide range of topics in career education. It is divided into five parts concerned with (a) problems and issues in career education, (b) career education in the elementary school, (c) secondary and postsecondary career education, (d) curriculum articulation, and (e) preparing teachers for career education. It is of great use to teachers and counselors who are in a position to provide guidance and counseling to students of all ages.

Goldberg, Herb. The Hazards of Being Male: Surviving the Myth of Masculine Privilege. New York: Signet, 1976.

Goldberg's book explores what being male in our society is about. It looks at the limiting effects that sex bias has on the "privilege" of being a male, and the role stereotypes of being a male.

Harragan, Betty. Games Mother Never Taught You. New York: Warner Books, 1977.

A guide to actions and reactions that people normally experience in everyday communication, this book is especially directed to the role stereotyping that females experience.

Henley, Nancy M. Body Politics. Englewood Cliffs, N.J.: Prentice-Hall, 1977.

This is a book on body language. It explores the dynamics of communication through body position and movement. For example, one of the many points addressed is how one can use body movement and position to assume leadership in a group.

Johnson, David W. Reaching Out: Interpersonal Effectiveness and Self-Actualization. Englewood Cliffs, N.J.: Prentice-Hall, 1972.

This book provides the theory and experiences necessary to develop effective personal skills important in delivering appropriate sex-role career education to students. Of note are the following chapters: Chapter 1, on the importance of interpersonal skills; Chapter 2, on self-disclosure; Chapter 4, on increasing communication skills; Chapter 7, on styles of listening and responding; and Chapter 8, on acceptance of self and others.

Maier, Norman R. F.; Solem, Allen R.; and Maier, Ayesha A. The Role-Play Technique: A Handbook for Management and Leadership Practice. La Jolla, Calif.: University Associates, 1970.

This handbook is a combination of two practical approaches to training--the casebook approach and the approach of multiple or single-group role playing--and provides an opportunity for skill practice as well as discussion of ideas and issues. The Role-Play Technique can be used as a training manual, by a small group without a trainer, or for individual self-development.

Sargent, Alice G. Beyond Sex Roles. St. Paul, Minn.: West Publishing, 1977.

Extremely relevant for men and women, both personally and organizationally, this book is concerned with the concept of androgyny--the role liberation of the sexes so that each has the potential to develop a role-free human identity that encompasses both male and female characteristics. Concerned with individuals and groups, Beyond Sex Roles provides guidelines and suggestions for personal use of the book and for group use, such as in training programs at work, in weekly ongoing groups, and in classroom settings.

_____, ed. Taking Sexism out of Education. Washington, D.C.: U.S. Department of Health, Education and Welfare, 1978.

Several articles are of special interest to teachers and counselors in dealing with the career guidance and teaching of all students.

Loeffler, Doris, and Fiedler, Lois. "Woman--A Sense of Identity: A Counseling Intervention to Facilitate Personal Growth in Women." Journal of Counseling Psychology 26 (1979):51-57.

An intervention model was designed, implemented, and evaluated by the authors, with the goal of facilitating the psychological growth of women. The focus is on increasing self-esteem and competence through self-awareness, skills development, cognitive changes, and changes in overt behavior. Use of the model is discussed.

Lord, Sharon B. "Humanizing the World of Work." Survey of Business (May/June 1975):8-11.

The author explores the social and psychological aspects of the challenge of integrating women fully into all levels of employment in business and industry. This is a very readable article.

Moreland, John R., et al. "Sex-Role Self-Concept and Career Decision-Making." Journal of Counseling Psychology 26 (1979):329-36.

The influence of sex-role-related aspects of students' self-concepts on their progress in making a decision about choice of college, choice of a major, and selection of an occupation, as well as their use of both the rational and intuitive decision-making styles, are investigated. This article shows that counselors should not lose sight of the influence of non-sex-role-related factors in helping students make career-related decisions.

Olson, Darlene M., and Naughton, Jack. "Combating Sexism in Schools." The School Counselor (September 1978):34-39.

Three workshops on combating sexism in the schools were developed by the authors. The workshop that was conducted in summer 1977 is the one presented and discussed in this article. The workshops were designed to support cooperation, rather than exploitation and competition, between the sexes.

Ristau, Robert A. "Career Exploration: Why, When and How." In Career Education: A Lifelong Process, edited by Jack W. Fuller and Terry O. Whealon. Chicago: Nelson-Hall, 1979.

Ristau stresses the need for career exploration as part of an integrated process of career education. He points out the responsibility of teachers for correcting the problem of youths' making career decisions based on stereotypes and inappropriate information. He suggests five strategies for teachers to use.

Silver, Paula F., et al. "Attitudes toward Sex-Role Differentiation in Education: Implications for Title IX Implementation." Journal of Research and Development in Education 10 (1977):26-35.

The purpose of the study reported here was to discover what educators' attitudes are toward sex-related role differentiation in education. This information could have important implications, both for research and for the training of educators to implement Title IX effectively.

LITERATURE-REVIEW ARTICLES AND ESSAYS

Evenson, Jill S., and O'Neil, Mary L. "Current Perspectives on the Role of Career Education in Combating Occupational Sex-Role Stereotyping." Experience-Based Career Education, Far West Laboratory for Educational Research and Development, May 1978.

This project includes a review of the literature and other sources of information regarding program materials. It also includes intervenion strategies, data on the availability of information and resources, types of resources available, and an extensive reference section.

O'Leary, V. E. "Some Attitudinal Barriers to Occupational Aspirations in Women." Psychological Bulletin 81 (1974):809-26.

This is a review of the literature concerning attitudinal barriers (primarily male) that influence and inhibit women's vocational aspirations. Evidence is presented suggesting that men in positions of authority who make most of the promotional decisions affecting women frequently have sex-role-stereotypical attitudes toward competency that inhibit women's occupational advancement.

Weisskopf, Susan. "Essay Reviews - Sexism, Inequality and Education." Harvard Educational Review 48 (May 1978):267-78.

Weisskopf addresses the need for a multidisciplinary approach to the study of sexism. She examines one of the principal approaches taken to explain sexual inequality--the study of the origins of gender-role and sex differences--and reviews three books that examine sexual differences from a variety of perspectives: anthropology, psychology, and sociology. Weisskopf explores the degree to which each of the books is free of antifeminist bias and, conversely, the degree to which each draws on the new women's scholarship. In her conclusion, Weisskopf questions how well social science research has addressed the fundamental bases of sexual inequality and the relevance of this research to governmental policy making.

HANDBOOKS, GUIDES, AND GUIDELINES

(This and following sections are alphabetized by title to make them easier to use. The source or author follows immediately after the title.)

Combating Discrimination in the Schools: Legal Remedies and Guidelines. Resource Center on Sex Roles in Education for the National Education Association, 1973.

This book summarizes federal antidiscrimination legislation to combat sex discrimination in education. It also includes a checklist concerning sex discrimination in the schools.

Equal Rights for Women in Education. Denver: Education Commission of the States, March 1975.

This is a handbook of state laws and policies affecting equal rights for women in education.

Guidelines for Assessment of Sex Bias and Sex Fairness in Career Interest Inventories. Washington, D.C.: Department of Health, Education and Welfare, National Institute of Education.

The guidelines presented cover the areas of the inventory itself, technical information, and interpretive information.

Guidelines for Improving the Image of Women in Textbooks. (No author given.) Glenview, Ill.: Scott, Foresman, 1972.

Guidelines for nonsexist texts and illustrations--avoidance of sexist language--are provided.

Guidelines for Sex-Fair Vocational Education Materials. Centergram 14 (May 1979). (Columbus: Ohio State University)

This is a set of three booklets that help teachers, counselors, vocational education administrators, researchers, and producers of materials to ensure that vocational curricula do not reflect sex-role stereotypes. The guidelines include a checklist for vocational instruction personnel and product developers to use in assessing sex bias in the classroom materials they use or prepare.

Self-Study Guide to Sexism in Schools. Harrisburg: Pennsylvania Department of Education, 1975.

This self-study guide includes sections on curriculum, instructional materials, libraries, staffing, guidance and counseling, admissions, extracurricular activities, the school environment, and the legal basis for eliminating sexism in schools. An excellent chart, "Federal Laws and Regulations Concerning Sex Discrimination in Educational Institutions," is provided.

Sexism in Education. Minneapolis: Emma Willard Task Force on Education (P.O. Box 14229, Minneapolis, MN 55414).

This is a collection of articles dealing with a variety of issues. Articles entitled "Some Criteria for Evaluating Materials" and "Examining Sexist Attitudes and Expectations of Teachers" are particularly pertinent.

Sex-Role Stereotyping in the Schools. Washington, D.C.: National Education Association, 1973.

This publication contains a series of articles on sex-role socialization, sex stereotyping, sexual politics, alternatives to a sexist curriculum, and methods of changing the school environment.

A Student Guide to Title IX. Myra Sadker. Washington, D.C.: U.S. Department of Health, Education and Welfare, Office of Education.

This booklet outlines for students what their rights are under Title IX.

Title IX Grievance Procedures: An Introductory Manual. Martha Matthews and Shirley McCune. Washington, D.C.: Resource Center on Sex Roles in Education, National Foundation for the Improvement of Education.

Guidelines and procedures for Title IX grievances are provided. Included are samples of notifications of the grievance procedure, filing forms, case records, and checklists for evaluation.

Title IX Regulation Implementing Education Amendment of 1972, Prohibiting Sex Discrimination in Education. Washington, D.C.: U.S. Department of Health, Education and Welfare.

This publication clarifies Title IX and discusses such issues as curriculum selection, financial aid, and athletics as they relate to Title IX.

What Can You Do About Biased Textbooks? Washington, D.C.: Resource Center on Sex Roles in Education, National Education Association, 1974.

This publication contains action suggestions for combating textbook bias. Suggestions are offered for students, teachers in the classroom, teacher associations, school administrators, and community groups.

FILMS AND FILMSTRIPS

Anything You Want to Be. Eccentric Circle Cinema Workshop, P.O. Box 1481, Evanston, IL 60204; or, Daine Brandon, New Day Films, 267 W. 25th Street, New York, NY 10001.

This is a ten-minute black and white film. A young girl describes her own desires and plans for the future, while the film shows the forces in society that shape the development of womanhood.

Free to Be You and Me. Written by Bill Davis; produced by Marlo Thomas and Carole Hart. McGraw-Hill Films, 1221 Avenue of the Americas, New York, NY 10020; or, Public Television Libraries, 475 L'Enfant Plaza, S.W., Washington, DC 20024.

An excellent 42-minute color film depicting, through stories and cartoon characters, that all persons should have the freedom to be what they want to be.

Freedom Training. Indiana Career Resource Center, 1209 S. Greenlawn, South Bend, IN 46615.

This film is about students participating in training for nontraditional jobs.

Growing Up Female: As Six Becomes One. Julia Reichert and Jim Klein. New Day Films, 267 W. 25th Street, New York, NY 10001.

A 50-minute black and white film about the socialization of women of all ages and backgrounds.

Jobs and Gender. Guidance Associates, 757 Third Avenue, New York, NY 10017.

This is a two-part filmstrip that shows first, an overview of the problem of job stereotyping and second, four people in a discussion about their jobs and how others view them.

Men's Lives. New Day Films, 267 W. 25th Street, New York, NY 10001.

This is a 43-minute color film depicting men's roles in today's changing attitudes toward women.

Roll Over. Marian Hunter. History Films, P.O. Box 315, Franklin Lakes, NJ 07417.

This is a 10-minute color film that celebrates women in nontraditional jobs.

Sex Roles: Redefining the Differences. Audiovisual Narrative Arts, P.O. Box 398, Pleasantville, NY 10570.

This is a filmstrip that traces historic women's roles through art reproductions. Stereotypes are examined, new alternatives are suggested, and new roles for men are discussed.

When I Grow Up. . . . East Central Curriculum Management Center, 100 North First Street, Springfield, IL 62777.

This 20-minute color film deals with sex-role stereotyping in elementary and secondary schools. It is excellent for administrators, counselors, and teachers--especially for workshops and inservice sessions. It can also be used by older students and parents.

Woman: A Many Media Resource for Human Liberation. Franciscan Communications Center, 1229 South Santee, Los Angeles, CA 90015.

This is a filmstrip exploring commercials, opinions, and songs concerning today's women and their roles.

A Woman's Place. Henry C. Frick. Educational Commission of Pittsburgh and Chatham College, Pittsburgh, PA 15232.

This film is about five women in nontraditional careers.

The Women's Prejudice Film: Myth and Realities. Sandler Institutional Films, Inc., 1001 N. Poinsettia Place. Hollywood, CA 90046.

This 18-minute color film explores the many myths and clichés in the contemporary life-styles of women. Alternative viewpoints are presented. The film also indicates that women themselves need to explore the world of work more fully.

GAMES, KITS, AND PROJECTS

Awareness Kit. SRA, P.O. Box 4924, Chicago, IL 60680.

This kit on sex discrimination is for use in the classroom; it is available to teachers and counselors.

Born Free. Beverly Mills-Novoa, L. Sunny Hausen, and Tim Hatfield. Journal of Career Education 5 (December 1978):90-97.

This field-based training and development project provides teachers and counselors with training packets, nine 30-minute videotapes with viewers' guides, and training designs varying in length from a few hours to two weeks. (For complete information about Born Free: Build Options, Reassess Norms, Free Roles through Educational Equity, write WEEA Publishing Center, 55 Chapel Street, Newton, MA 02160.)

Career Exploration for High School Women. J. Bick and M. F. Tannery. Education Department, University of Maryland, College Park, MD 20740.

Just as the title specifies, this is a model for use by teachers and counselors in order to provide adequate career exploration to high school women.

Consciousness Razors. National Education Association, Washington, DC 20036.

A series of 12 simple "games," this product is designed to be played by teachers and counselors and by students; the games utilize the community, the media, and the family. Excellent for raising an individual's consciousness to issues of sex-role stereotyping.

Expanding Career Horizons. Curriculum Publications Clearinghouse, Western Illinois University, 76 B. Harrabin Hall, Macomb, IL 61455.

This is a curriculum kit that contains 5- to 50-minute activity-oriented lessons. It can be used by any teacher or counselor and is for students of both sexes, grades 7-14. The kit serves to open students' thinking to consider all career options.

Expanding Career Options: Non-Stereotyped Career Counseling. Patricia L. Romero. University of California, Irvine, CA 92664.

The project's product, The Whole Person Book, provides activity plans for rural or nonurban high school counselors and teachers. The project's materials are designed to be adaptable. (The Whole Person Book, in two volumes, is obtainable from WEEA Publishing Center, 55 Chapel Street, Newton, MA 02160.)

Sex Fairness in Career Guidance. L. B. Stebbins, N. L. Ames, and I. Rhodes. Abt Publications, 55 Wheeler Street, Cambridge, MA 02138.

This is a learning kit that presents materials to aid in the elimination of sex-role stereotyping and sex bias in the process of career choice, especially in career counseling.

MISCELLANEOUS PUBLICATIONS AND RESOURCES

Career Planning for the Black Woman. Papillin and Morgan. Black Affairs Committee, National Student YWCA, 600 Lexington Avenue, New York, NY 10022.

This booklet includes a comprehensive section on legal rights.

Colloquy. National Foundation for the Improvement of Education, 1201 16th Street, N.W., Room 628, Washington, DC 20036, November 1973.

Colloquy is a journal of articles exploring sexism in various aspects of education. A useful article entitled "Counseling and Sex-Role Stereotypes," by Judith Lewis, is included; another article summarizes pertinent laws.

Expanding Future Options for Today's Young Children. Non-Sexist Child Development Project of the Women's Action Alliance, Inc., 370 Lexington Avenue, New York, NY 10017.

Here is a catalog of nonsexist, multiracial classroom materials; items listed include films, books, toys, slide shows, and counseling and training programs.

A Handbook for Workshops on Sex Equality in Education. M. E. Verheyden-Hilliard. American Personnel and Guidance Association, 1607 New Hampshire Avenue, N.W., Washington, DC 20029.

This handbook contains resources and information for use in conducting workshops on sex equality in education.

Help Wanted, Sexism in Career Education Materials. Women on Words and Images, P.O. Box 2163, Princeton, NJ 08540.

This publication gives a statistical and descriptive survey of career education books, audiovisual aids, and classroom practices. Checklists

for enriching career opportunity awareness and a sexist practices questionnaire are provided. A comprehensive bibliography is included.

Know, Inc., P.O. Box 86031, Pittsburgh, PA 15221.

This organization publishes a list of reprints or articles relating to all aspects of women's issues.

Publications from the Feminist Press. Feminist Press, P.O. Box 334, Old Westbury, NY 11568.

This is a catalog of publications that can serve as a resource and tool for the classroom, for both teachers and counselors. For high school programs, there is a gold mine of ideas in several of the publications of the Feminist Press.

Publications of the Women's Bureau. Employment Standards Administration, U.S. Department of Labor, Washington, DC 20036.

This is a list of publications by the Women's Bureau, which includes facts, reports, statistics, and career opportunities, along with lists of references relating to women.

Recognizing Sexism in Your School. (Poster) Developed by the Resource Center.

This is a poster depicting photographic examples of sex-role stereotyping in education, against which educators, students, parents, and others can check their awareness.

Resource Center on Sex Roles in Education, National Foundation for Improvement of Education, 1201 16th Street, N.W., Washington, DC 20036.

The Center publishes a newsletter that reviews legislation, research, and publications.

Sex-Role Stereotyping in the Schools. National Education Association, Washington, DC 20036. 1973.

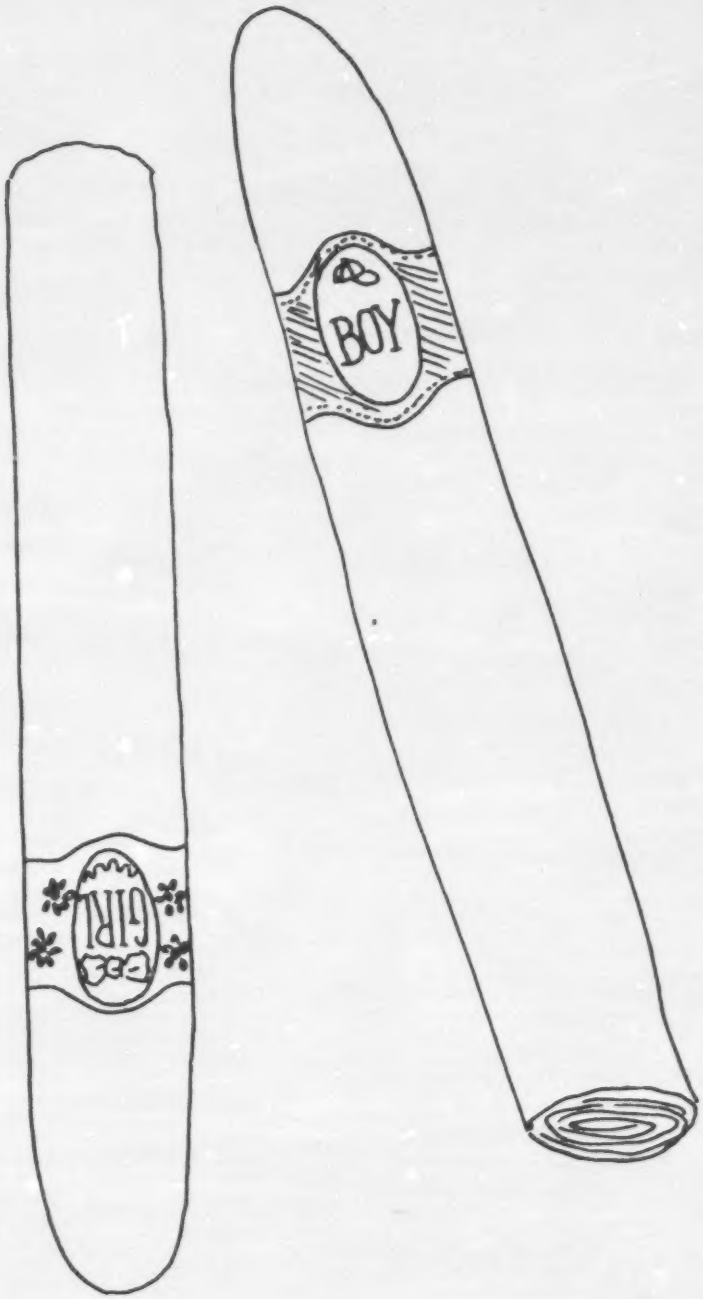
This booklet includes numerous articles. "Sex Stereotyping in Educational Guidance," by Boring, and "Roles, Labels, Stereotypes: A Counselor's Challenge," by Cook, are particularly useful.

Sex Stereotyping and Occupational Aspiration, An Annotated Bibliography. Center for Vocational Education, Ohio State University, 1960 Kenny Road, Columbus, OH 43210.

This bibliography includes reports, journal articles, and projects, and contains a section on ordering documents.

"You Won't Do": What Textbooks on U.S. Government Teach High School Girls. Jennifer McLeod and Sandra Silverman. Know, Inc., P.O. Box 86031, Pittsburgh, PA 15221, 1973.

This book includes an annotated source list of 150 studies and remedies related to sexism in textbooks.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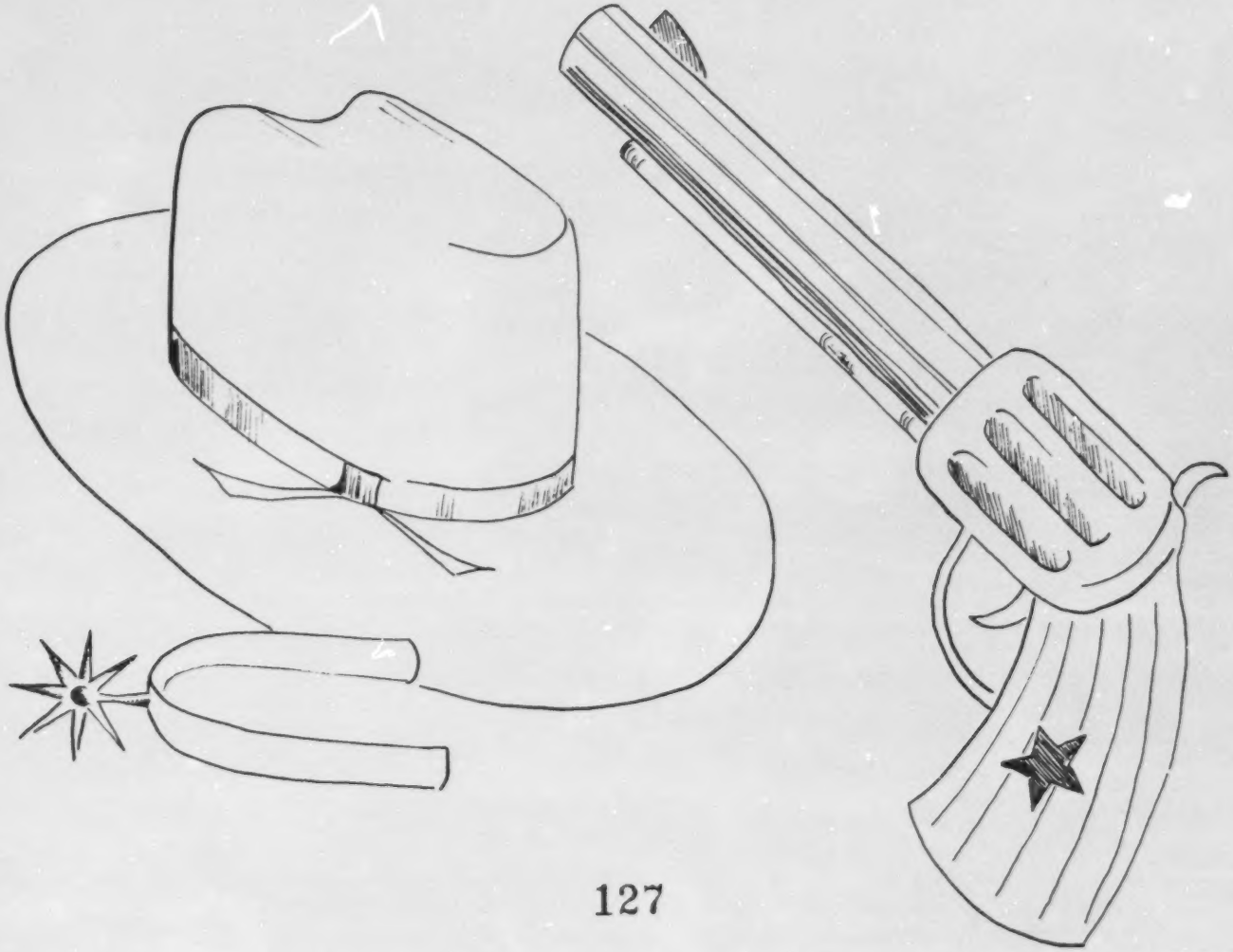

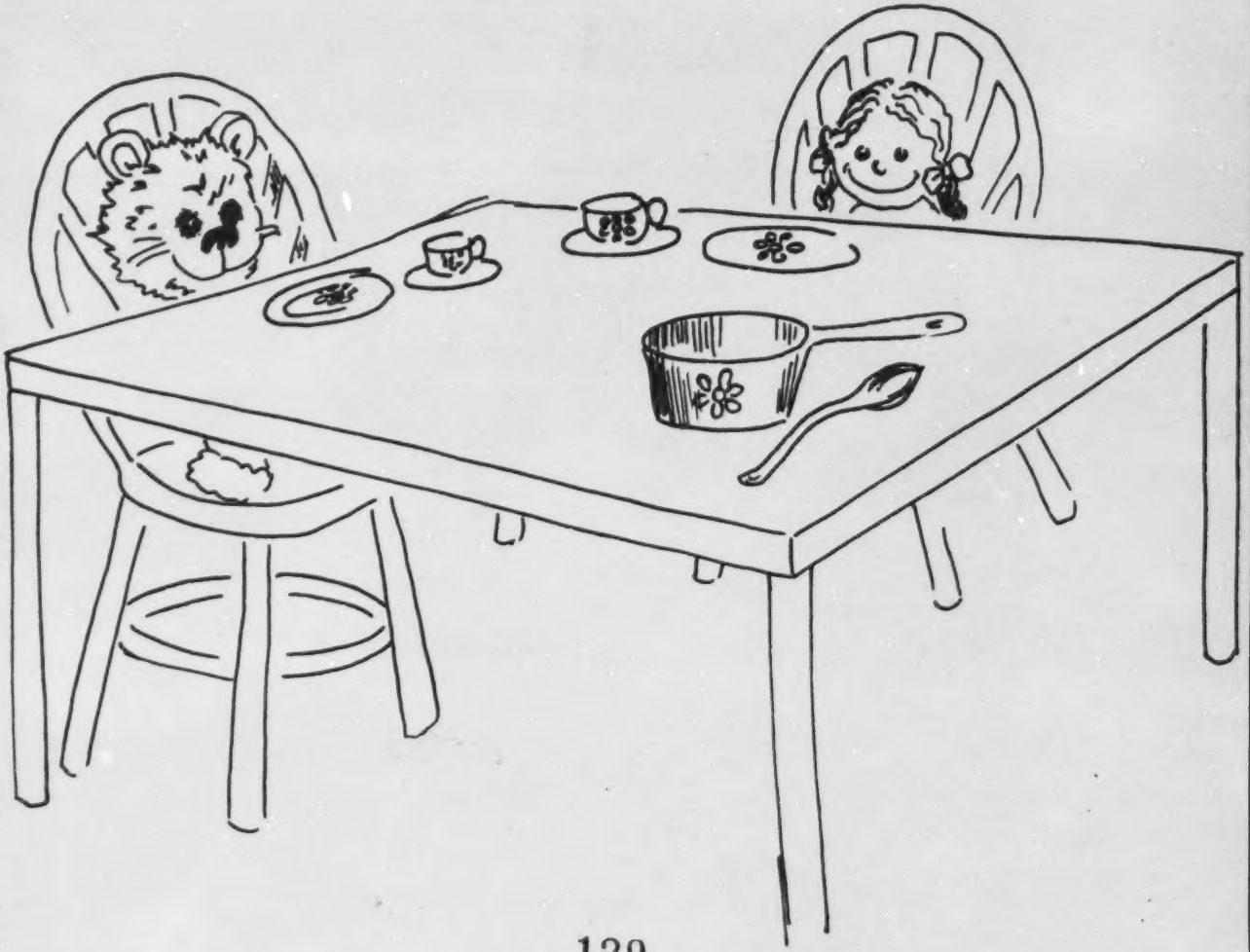

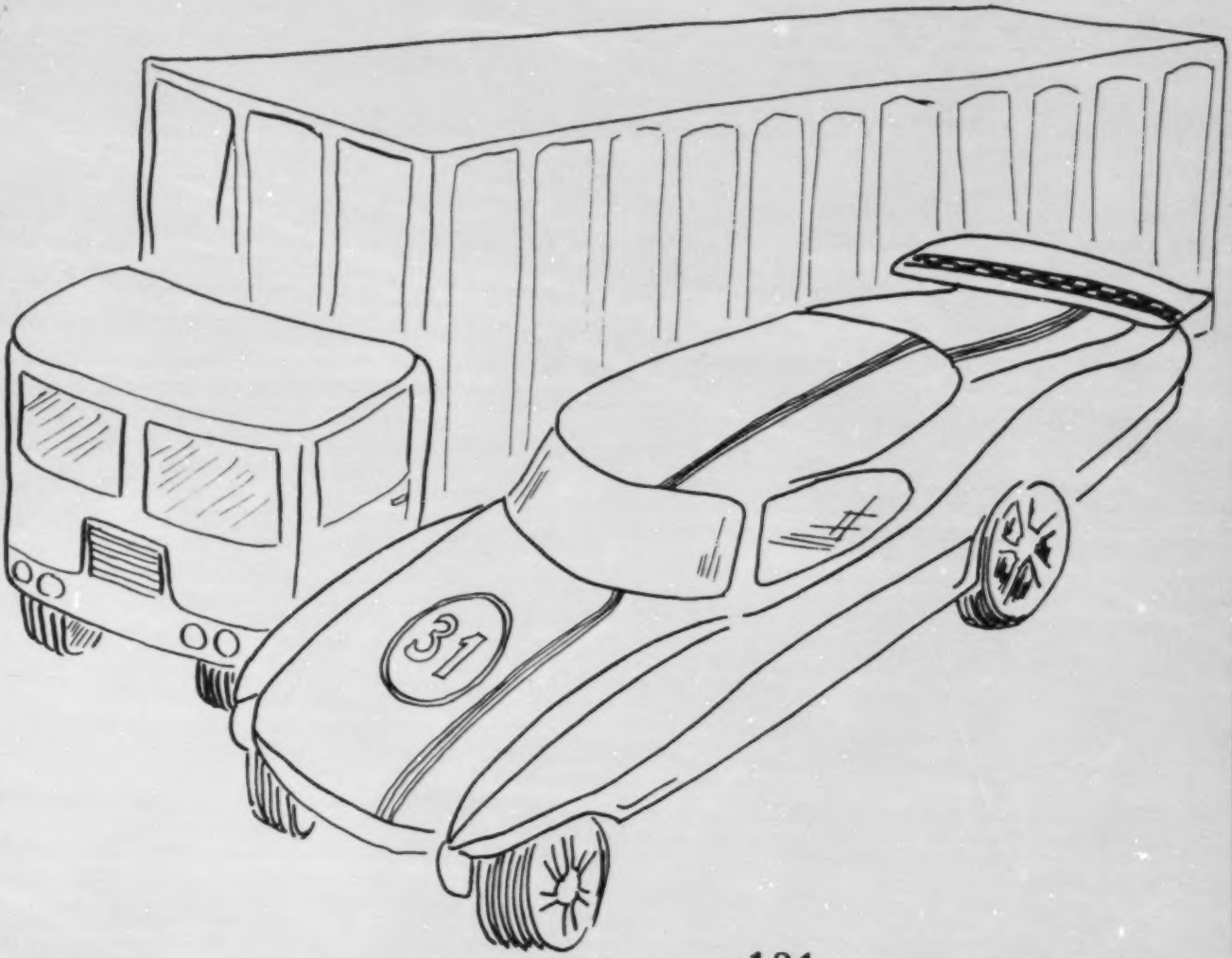
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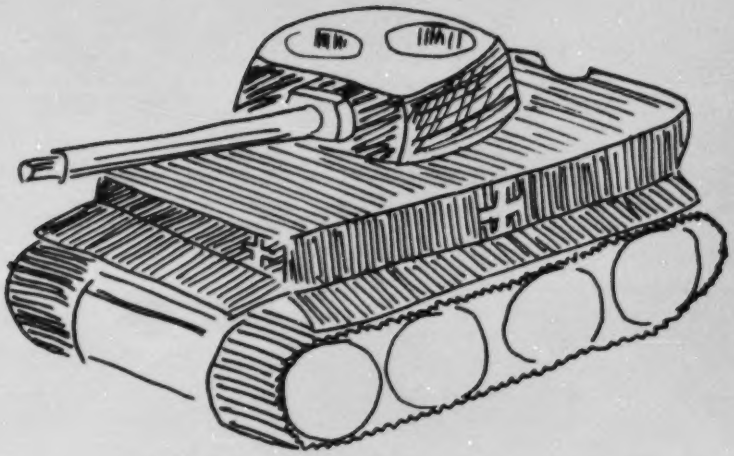

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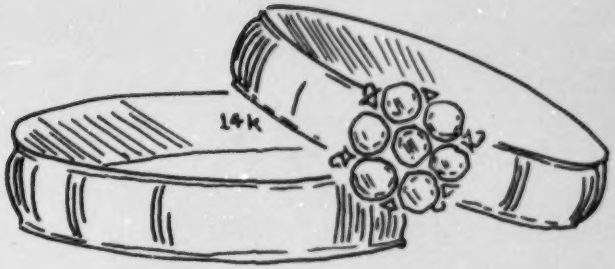
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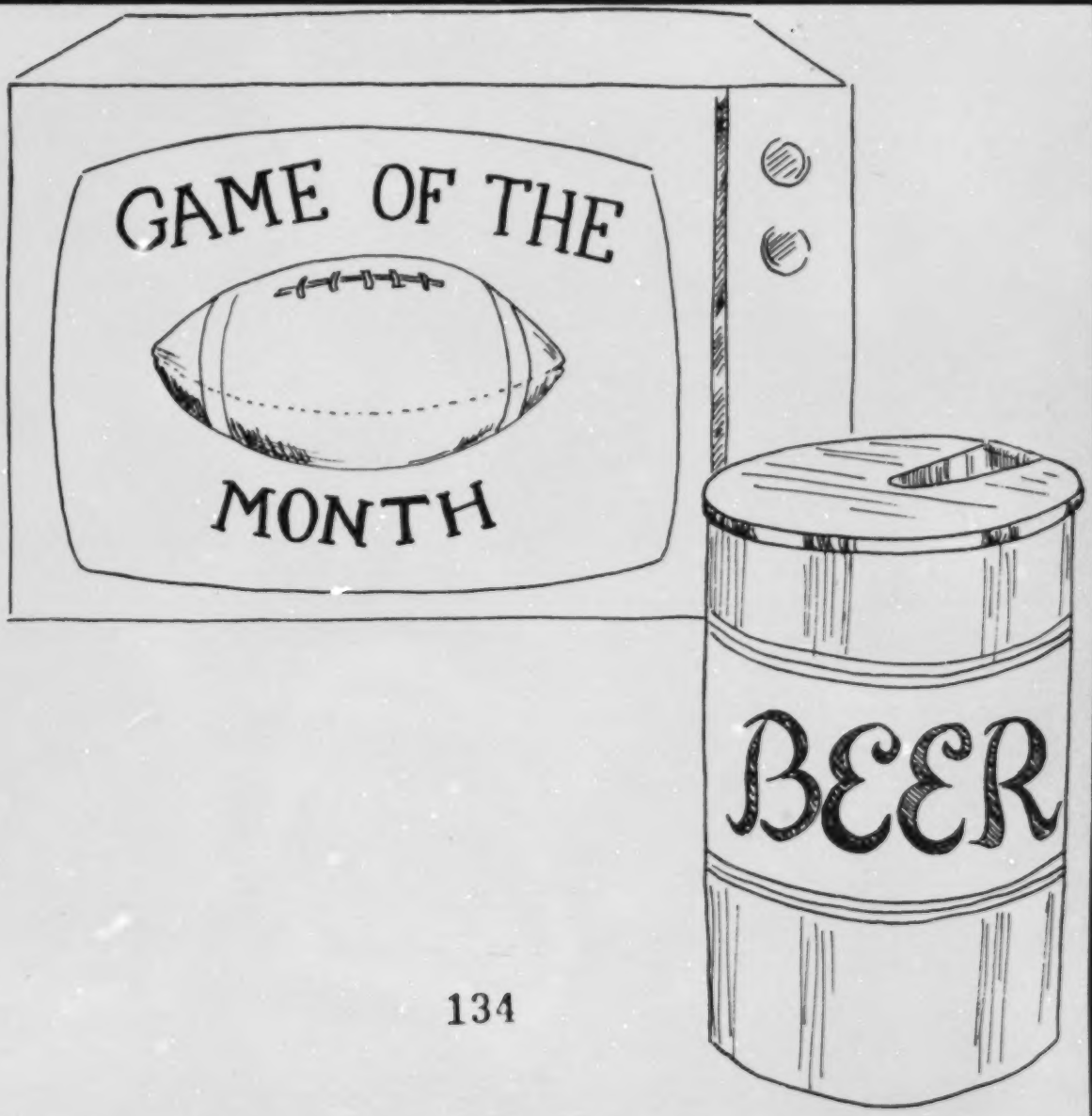
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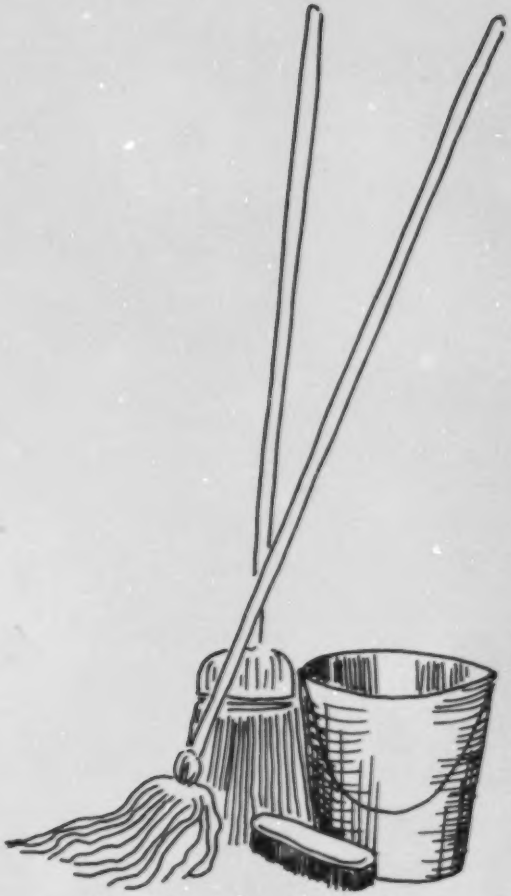

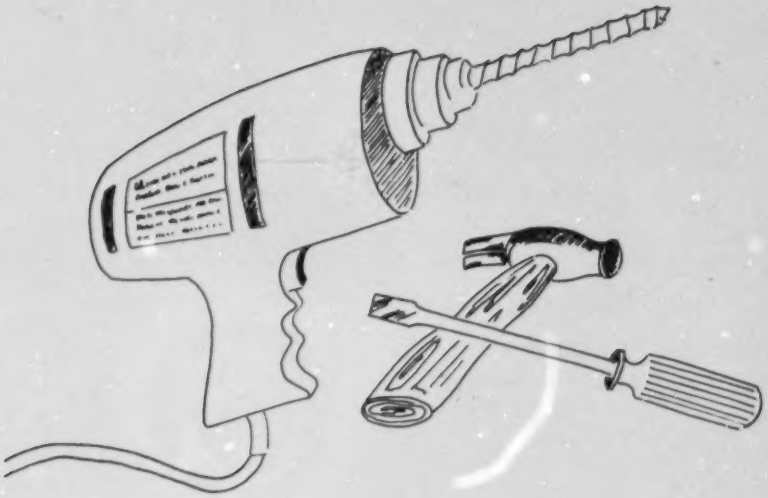

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